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ABSTRACT

This report provides statewide analyses of graduate programs in education, library and information sciences, and of programs at all levels in law and legal studies in Illinois, preparatory to the public universities' review of these programs during 1995-96. Based on the Priorities, Quality, and Productivity (PQP) initiative undertaken by the Illinois State Board of Higher Education, it examines trends in enrollments and degrees conferred by public and private colleges and universities, state and national labor market projections, and comparative cost trends among public universities for each program area. The report also addresses student demand for the programs, occupational demand for program graduates, centrality of the program to the university's mission, the sufficiency of program breadth in terms of courses and specializations offered, the success of graduates, the costs of the program, minority representation, the quality of the program, and the program's productivity. An appendix contains a list of Board of Education approved programs, a list of graduate programs in education at public universities in Illinois, and enrollment and market supply information of particular interest to individuals involved in library and information science studies and law and legal studies. Contains 15 tables and 2 figures. (MDM)

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Item #5A
July 11, 1995
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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

PUBLIC UNIVERSITY PROGRAM REVIEW: STATEWIDE ANALYSES

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

PUBLIC UNIVERSITY PROGRAM REVIEW: STATEWIDE ANALYSES

The Board of Higher Education's Priorities, Quality, and Productivity (P•Q•P) initiative calls for each college and university to focus its mission and set priorities among programs and services in concert with its mission in order to identify resources for reinvestment to strengthen both quality and productivity of priority programs and services. A willingness to consolidate or eliminate lower priority and lower quality programs and services is essential to providing the resources necessary to strengthen the quality of higher priority programs and services. The August 1992 *Guidelines for Productivity Improvements* identify factors for campuses to consider in making difficult choices that will improve the quality and productivity of instructional programs and public service and research units, the academic quality and productivity of the institution as a whole, and the productivity of administrative functions.

As part of the P•Q•P initiative, the Board of Higher Education, responsible by statute for periodically reviewing academic programs, revised the state-level program review process for public university academic programs beginning in 1993-94. The revision calls for public universities to submit their reviews of similar programs in the same year within an eight-year review cycle and for the Board's staff to identify issues to be addressed in a statewide analysis in July of the year prior to campus reviews. The revised review schedule is provided in the accompanying table.

The first programs reviewed under the revised process were health professions education programs. The statewide analysis, *Policy Issues in Education for the Health Professions*, was presented to the Board in May 1993, followed by adoption in September 1993 of *Policy Recommendations for Health Professions Education*. Campus reviews of health professions programs were submitted in the annual Resource Allocation and Management Program (RAMP) in July 1994. The results of campus reviews were incorporated into the November 1994 P•Q•P report (*Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1993-94 and Recommendations for 1994-95*) and were used in developing the fiscal year 1996 budget recommendation and in approving new health education programs in January 1995. In July 1994, the Board received the statewide analyses of baccalaureate programs in education and of programs at all levels in the fields of English language and literature and mathematics. Public university reviews of these programs will be included in the RAMP submissions in July 1995.

This report presents statewide analyses of graduate programs in education and library and information sciences and of programs at all levels in law and legal studies preparatory to the public universities' reviews of these programs during 1995-96. The Board's RAMP Manual provides guidelines for reviewing academic programs. For each program reviewed, the public universities are asked to report the results of their evaluation of student demand for the program, occupational demand for program graduates, centrality of the program to the university's mission, the sufficiency of program breadth in terms of courses and specializations offered, the success of graduates, the costs of the program, the quality of the program, and the program's productivity.

The analyses examine trends in enrollments and degrees conferred by public and private colleges and universities, state and national labor market projections, and comparative cost trends among public universities for each program area to be reviewed during 1995-96. Each analysis concludes with special issues the public universities are to address in the review reports to be submitted in July 1996.

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PUBLIC UNIVERSITY PROGRAM REVIEW SCHEDULE

	CIP Codes	Disciplines	Statewide Analysis Distributed
Group 1 Submission July 94	51 12 26	Health Professions & Related Sciences Personal and Miscellaneous Services Biological Sciences	July 93
Group 2 Submission July 95	13UG 23 27	Education: Teacher Preparation & other undergraduate programs English Language & Literature/Letters Mathematics	July 94
Group 3 Submission July 96	13G 22 25	Education: Graduate Programs Law & Legal Studies Library Sciences	July 95
Group 4 Submission July 97	49 47 15 01,02,03 19,20 30 38 42 24	Transportation Mechanics & Repairers Engineering Technology Agriculture & Natural Resources Home Economics Multi-Interdisciplinary Studies Philosophy & Religion Psychology Liberal Arts & Sciences, General Studies	July 96
Group 5 Submission July 98	52 08 16	Business Marketing Foreign Languages	July 97
Group 6 Submission July 99	44 43 45	Public Administration & Services Protective Services Social Sciences & History	July 98
Group 7 Submission July 2000	09,10 31 05 50	Communications & Com Technologies Parks, Recreation, Leisure, & Fitness Studies Area Studies Visual & Performing Arts	July 99
Group 8 Submission July 2001	04 14 11 40	Architecture & Design Engineering Computer & Info Sciences Physical Sciences	July 2000

GRADUATE PROGRAMS IN EDUCATION

Graduate programs in education are offered in a wide range of specialties and serve a variety of purposes and clienteles. The five most common purposes are: 1) master's degree programs, such as the Master of Arts in Teaching (M.A.T.), designed to prepare non-education baccalaureate graduates for initial teacher certification; 2) master's and higher degree programs designed to provide continuing professional development for classroom teachers; 3) master's and higher degree programs designed to prepare teachers and others for administrative positions; 4) master's and higher degree programs designed to prepare teachers and others for professional support positions in schools (e.g., guidance counselors and school psychologists); and 5) graduate programs designed to prepare individuals for faculty and administrative positions in colleges and universities and for education policy positions in government. In some education specialties, a single program may enroll students pursuing more than one of these career objectives.

State statute requires that programs preparing teachers, administrators, and professional support staff for employment in Illinois public schools be approved by the State Superintendent of Education in consultation with the State Teacher Certification Board housed at the State Board of Education. Since most individuals preparing for initial teacher certification do so at the baccalaureate level, requirements for teacher certification and classroom teacher supply and demand trends were presented in some detail in the July 1994 *Review of Undergraduate Teacher Preparation Programs* and, thus, will not be examined again in this analysis. Two teaching specialties--reading and English as a second language--generally offered at only the graduate level, however, are discussed in this report.

The State Teacher Certification Board has established educational requirements for four administrative certificates. The general supervisory certificate, designed for supervisors of instruction, curriculum directors, and related personnel, requires a minimum of 24 graduate semester credits. The general administrative certificate, designed for school principals and assistant principals and associate and assistant superintendents, requires a minimum of 25 graduate semester credits. The chief school business officer certificate requires a master's degree either in education or in business, finance, or accounting. The superintendent certificate requires a minimum of 30 graduate semester credits beyond the master's degree. The State Teacher Certification Board has also established educational requirements for various school service personnel, only two of which are discussed in this report: school psychology and guidance counseling, both of which require at least a master's degree. Table A in the Appendix lists the programs generally offered at the graduate level that have been approved by the State Teacher Certification Board.

Programs Offered and Degrees Conferred

All 12 public universities and 27 private colleges and universities offer graduate programs in the field of education. Among the public universities, all 12 offer one or more master's degree programs, seven offer advanced certificate programs, and five offer doctoral programs. Seventeen of the private colleges and universities offer master's degree programs only, five offer master's degree and advanced certificate programs, three offer master's and doctoral programs, and two offer programs at all three graduate levels in one or more education specialties.

Table 1 shows the number of public university and private college and university graduate programs in education by education specialty and level in 1994. The table shows that Illinois institutions offer a total of 374 graduate programs in education: 263 at the master's degree level, 45 advanced certificates, and 66 doctoral programs. At the master's level, the largest number of programs are offered in various secondary subject areas (64), special education (25), educational administration (22), elementary education (15), and curriculum and instruction and reading (14 programs each). Eight of these master's programs are being phased out by the institutions offering them. At the doctoral level, the largest number of programs are offered in educational

Table 1
ILLINOIS GRADUATE PROGRAMS IN EDUCATION, 1994

CIP Code	Program Title	Program Level	Public Universities		Private Institutions		TOTAL	
			Number of Programs	FY1994 Graduates	Number of Programs	FY1994 Graduates	Number of Programs	FY1994 Graduates
Administration								
13.0401	Educational Administration	Master's	12	512	10 [1]	159	22	671
		C.A.S.	7	73	4	55	11	128
		Doctorate	4	59	3 [1]	24	7	83
13.0403	Adult Education	Master's	1	52	1	0	2	52
		Doctorate	1	29			1	29
13.0404	Instructional Supervision	Master's	1	107	2	9	3	116
		Doctorate			1	9	1	9
13.0405	School Administration	Master's			3	12	3	12
		Doctorate			2	0	2	0
13.0406	Higher Education	Master's	1	29	1	0	2	29
		Doctorate	1 [1]	2	2	5	3	7
13.0499	School Business Management	Master's	1	16			1	16
Service Personnel								
13.0802	Educational Psychology	Master's	3	44	5	19	8	63
		C.A.S.	1	0	1	0	2	0
		Doctorate	3	25	3	9	6	34
42.1701	School Psychology	Master's	1 [1]	2	1	0	2	2
		C.A.S.	4	18			4	18
		Doctorate	1	0	2	2	3	2
13.1101	Guidance and Counseling	Master's	6	334	5	30	11	364
		C.A.S.	2	7			2	7
		Doctorate	1	5			1	5
13.1102	College Student Personnel	Master's	1	37	2	40	3	77
		Doctorate			2	5	2	5
Teacher Preparation/Development								
13.0101	Education, General	Master's			10	152	10	152
		C.A.S.			1	3	1	3
		Doctorate			2	9	2	9
13.06xx	Testing and Measurement	Master's			3	1	3	1
		Doctorate			3	1	3	1
13.0701	Comparative Education	Master's			1	1	1	1
		Doctorate			1	0	1	0
13.0901	Education Foundations	Master's	3	32	6	51	9	83
		C.A.S.	1	0			1	0
		Doctorate	1	8	4	12	5	20
13.1201	Adult and Continuing Education	Master's	1	14	1	55	2	69
		C.A.S.			1	0	1	0

Table 1 (Continued)
ILLINOIS GRADUATE PROGRAMS IN EDUCATION, 1994

CIP Code	Program Title	Program Level	Public Universities Number of Programs	Public Universities FY1994 Graduates	Private Institutions Number of Programs	Private Institutions FY1994 Graduates	TOTAL Number of Programs	TOTAL FY1994 Graduates
13.0301	Curriculum/Instruction	Master's	5	198	9	1,405	14	1,603
		C.A.S.	1	2	3	30	4	32
		Doctorate	5 [1]	56	2	5	7	61
13.1204	Early Childhood Education	Master's	1	13	10	104	11	117
		C.A.S.			2	1	2	1
		Doctorate			1	1	1	1
13.1202	Elementary Education	Master's	5	310	10	215	15	525
		C.A.S.	1	0			1	0
		Doctorate	1	14			1	14
13.1205	Secondary Education	Master's	3 [1]	98	5	6	8	104
		C.A.S.	1	0			1	0
		Doctorate	1	10			1	10
13.13xx	All secondary subjects	Master's	39 [3]	384	25	119	64	503
		C.A.S.	1	0	5	4	6	4
		Doctorate	6 [1]	33			6	33
13.1299	Teaching	Master's			7	253	7	253
13.9999	Education, Other	Master's			1	0	1	0
		C.A.S.			1	0	1	0
Special Teachers								
13.0201	Bilingual Education	Master's	1	0	1	0	2	0
13.1401	English as a Second Language	Master's	3	68			3	68
13.0501	Instructional Media/Technology	Master's	4 [2]	52			4	52
		Doctorate	1	5			1	5
13.1315	Reading	Master's	5	137	9	68	14	205
		C.A.S.			1	0	1	0
		Doctorate			2	2	2	2
13.1302	Art Education	Master's	2	21	3	10	5	31
		C.A.S.			1	10	1	10
		Doctorate	2 [1]	1			2	1
13.1312	Music Education	Master's	3	36	5	64	8	100
		C.A.S.	1	0			1	0
		Doctorate	1	5	1	2	2	7
13.10xx	Special Education	Master's	12	374	13	77	25	451
		C.A.S.	1	0	4	1	5	1
		Doctorate	5	13	2	2	7	15
	TOTAL	Master's	114	2,870	149	2,850	263	5,720
		C.A.S.	21	100	24	104	45	204
		Doctorate	34	265	32	87	66	352

[1]Includes one program being phased out that had graduates in fiscal year 1994
[2]Includes two programs being phased out that had graduates in fiscal year 1994
[3]Includes three programs being phased out that had graduates in fiscal year 1994

Source: Board of Higher Education Program Inventory and Degrees Conferred Survey

administration, curriculum and instruction, and special education (seven programs each). Five doctoral programs are being phased out.

In addition to serving the continuing professional development needs of practicing teachers, several colleges and universities provide opportunities for non-education baccalaureate degree holders to obtain their teaching certificates within master's programs in curriculum and instruction and in elementary or secondary education. Three specially approved "alternative routes to certification" programs are currently operating in the Chicago area: The Teachers for Chicago program offered jointly by a consortium of colleges of education in the city of Chicago, the jointly operated DePaul University-Glenview school district program, and Chicago State University's "Troops for Chicago" program designed specifically for persons retiring from military service.

Table 1 also shows the number of graduates in each education specialty by level during fiscal year 1994. The largest number of master's degrees conferred in fiscal year 1994 were in curriculum and instruction at 1,603, educational administration at 671, and elementary education at 525, which, together, accounted for almost half of the master's degrees conferred in education in fiscal year 1994. The trend in recent years has been to consolidate separate programs in elementary and secondary education, including the various secondary school subjects, into a single program in curriculum and instruction. This trend is illustrated in Table 1 by the large number of master's degrees conferred by the nine private college and university programs in curriculum and instruction. The largest number of advanced certificates were conferred in educational administration at 128, more than half of the total, and the largest number of doctoral degrees were also conferred in educational administration at 83. Public universities and private colleges and universities awarded almost equal numbers of master's degrees and advanced certificates. Public universities awarded 75 percent of the doctoral degrees in education in fiscal year 1994.

Table B in the Appendix lists the individual graduate programs in education offered by each public university, as well as the fall enrollment and number of graduates for each program for the past five years. (Programs listed without an approval date existed prior to the creation of the Board's Program Inventory in 1976.) Because many graduate students in education attend only during the summer term, fall enrollment trends are not a good measure of program capacity in this field. Table A, however, reveals that the public universities are offering a number of very small graduate programs in education, as measured by the number of degrees conferred. At the master's level, programs for teachers in the various subjects taught in high schools are particularly small and could be consolidated into a more broadly defined program in curriculum and instruction at the secondary level. Of the 17 programs remaining at the advanced certificate level, only the programs in administration appear to be viable due to the 30-credits-beyond-the-master's-degree requirement for superintendents certification. At the doctoral level, all five programs in special education and both programs in art education are small, with several graduating an average of only one student per year.

Table 2 shows the number of institutions approved to offer graduate programs in education off campus by program category. The table shows that one or more graduate programs in education have been approved for offering in 29 of the 40 public community college districts. Six of the 11 community college districts in which no off-campus programs are offered are the home district of a public university. The table confirms that graduate programs and courses in educational administration, guidance and counseling, curriculum and instruction, and elementary education are generally available to meet the continuing professional development needs of teachers and administrators in relatively convenient locations across the state.

Table 2 also shows that five out-of-state institutions are approved to offer graduate programs in education in Illinois: The University of Iowa, the University of Northern Iowa, and Teikyo Marycrest College at the Quad-Cities Graduate Studies Center in Black Hawk College district, Nova University of Florida in the City Colleges of Chicago district, and George Peabody College of Education of Vanderbilt University (Tennessee) in Oakton Community College district. Since out-of-

Table 2
APPROVED OFF-CAMPUS GRADUATE PROGRAMS IN EDUCATION, 1994

CIP Code	Program Title	Number of Community College Districts	Program Level	Number of Institutions: Public Universities	Private Universities	Out-of-State Universities	Total
Administration							
13.0401	Educational Administration	24	Master's	6	3	1	10
			C.A.S.	5	1	1	7
			Doctorate	1		2	3
13.0403	Adult Education	15	Master's	1	2		3
13.0404	Instructional Supervision	7	Master's		2		2
13.0405	School Administration	1	Master's		1		1
13.0406	Higher Education	2	Doctorate		1	1	2
13.0407	Community College Administration	1	Doctorate			1	1
13.0499	School Business Management	9	Master's	1			1
Service Personnel							
13.0802	Educational Psychology	1	Master's		1		1
			Doctorate		1		1
42.1701	School Psychology	1	Master's		1		1
			Doctorate		1		1
13.1101	Guidance and Counseling	20	Master's	4	2	1	7
			C.A.S.	2			2
13.1102	College Student Personnel	1	Master's		1		1
Teacher Preparation/Development							
13.0301	Curriculum/Instruction	22	Master's	2	4		6
			C.A.S.	1			1
			Doctorate		1		1
13.1201	Adult and Continuing Education	1	Master's		1		1
13.1204	Early Childhood Education	4	Master's	1	3		4
			Doctorate		1	1	2
13.1202	Elementary Education	20	Master's	5		2	7
			C.A.S.	1			1
			Doctorate			1	1
13.1205	Secondary Education	14	Master's	3			3
			C.A.S.	1			1
13.1299	Teaching	12	Master's		2	1	3
13.0901	Education Foundations	2	Master's	1	1		2
			Doctorate		1		1
13.10xx	Special Education	18	Master's	4	2	1	7
			Doctorate	1			1
13.0501	Instructional Media/Technology	5	Master's	2		1	3
13.1314	Physical Education/Coaching	1	Master's	1			1
13.1315	Reading	16	Master's	3	2	2	7
13.1316	Science Education	1	Master's	1			1
13.1319	Vocational/Technical Education	9	Master's	1			1
			C.A.S.	1			1
	TOTAL	29	Master's	7	7	3	17
			C.A.S.	5	1	1	7
			Doctorate	2	1	2	5

Source: Board of Higher Education Program Inventory

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state institutions report enrollments and degrees conferred in their home state, rather than to the Illinois Board of Higher Education, these programs and the number of degrees conferred are not reported on Table 1. (Conversely, National-Louis University, which offers graduate programs in education in a number of other states, includes the enrollment and degrees conferred in those states in its reports to the Illinois Board of Higher Education.)

Table 3 shows the number of graduate degrees conferred in education by sector, degree level, and racial/ethnic category for fiscal years 1990, 1992, and 1994. The table shows that the total number of master's degrees in education awarded by Illinois colleges and universities increased by 36.2 percent between fiscal years 1990 and 1994, an increase that is higher than the 25 percent increase reported nationally by the U.S. Department of Education between fiscal years 1989 and 1993.

Table 3 also shows that the total number of master's degrees in education awarded by Illinois institutions to Black students increased by 47.9 percent between fiscal years 1990 and 1994, from 445 in fiscal year 1990 to 658 in fiscal year 1994. The total number of master's degrees awarded to Hispanic students more than doubled, increasing from 63 in fiscal year 1990 to 130 in fiscal year 1994. Among public universities, the number of master's degrees awarded to Black and Hispanic students increased at rates two to six times greater than the increase in total number of master's degrees granted. Approximately half of the master's degrees awarded by public universities to Black students were awarded by Chicago State University. Overall, private institutions awarded 75 percent more master's degrees in fiscal year 1994 than they did in fiscal year 1990. Among private colleges and universities, the percent increase in number of degrees awarded to Black candidates was only slightly higher than the total increase, while the percent increase in number of degrees earned by Hispanic candidates was more than twice the total increase. The proportion of master's degrees earned by U.S. minority students (Black, Asian, Native American, and Hispanic students) increased at both public and private universities between fiscal years 1990 and 1994.

Compared with master's degrees, the number of advanced certificates awarded by both public and private institutions is small, with the number awarded by private institutions increasing and the number awarded by public universities declining. The total number of doctoral degrees awarded in education by Illinois universities declined by 6.1 percent between fiscal years 1990 and 1994 compared with an increase of 16 percent nationally between fiscal years 1989 and 1993. The total number of doctoral degrees awarded by public universities declined slightly, while the number awarded by private institutions held steady. Since the number of advanced certificates and doctoral degrees awarded to minority students by both public and private institutions is small, the percent change is not meaningful.

Although the number of Black and Hispanic students receiving master's degrees has increased over the past four years, the proportion is less than half their proportion in the Illinois population, which is 15 percent Black and eight percent Hispanic, and about a third of the proportion among Illinois K-12 public school children, which was 21 percent Black and 11 percent Hispanic in 1993-94. Even fewer Blacks and Hispanics have earned advanced certificates or doctoral degrees, the level necessary for certification at the superintendent level and, generally, for employment by colleges and universities as faculty members or administrators.

In its January 1994 *Issue Brief* on "Public and Private School Principals: Are There Too Few Women?" the National Center for Education Statistics indicated that the number of women public school principals increased between academic years 1987-88 and 1990-91. Nonetheless, in academic year 1990-91, only 36.5 percent of public elementary school principals nationally were women, although 83.2 percent of public elementary teachers nationally were women. Only 11.0 percent of public secondary principals were women, although 53.2 percent of public secondary teachers were women. The most recent information from the Illinois Occupational Information Coordinating Committee indicates that 85.9 percent of Illinois elementary teachers and 57.5 percent of Illinois

Table 3
GRADUATE DEGREES CONFERRED IN EDUCATION BY LEVEL, SECTOR, AND RACIAL/ETHNIC CATEGORY
FISCAL YEARS 1990, 1992, AND 1994

	Fiscal Year	Black	Asian	Native American	Hispanic	White	Non-Resident Alien	Other	TOTAL	Percent Minority
Master's Degrees										
Public Universities	1990	244	28	2	39	2,070	112	75	2,570	12.2 %
	1992	290	21	4	80	2,307	161	77	2,940	13.4
	1994	298	28	5	65	2,268	116	90	2,870	13.8
Percent Change		22.1 %	0.0 %	150.0 %	66.7 %	9.6 %	3.6 %	20.0 %	11.7 %	
Private Institutions	1990	201	15	4	24	1,281	7	97	1,629	15.0
	1992	276	16	1	46	2,056	8	154	2,557	13.3
	1994	360	29	7	65	2,289	9	91	2,850	16.2
Percent Change		79.1 %	93.3 %	75.0 %	170.8 %	78.7 %	28.6 %	(6.2)%	75.0 %	
Master's Percent Change		47.9 %	32.6 %	100.0 %	106.3 %	36.0 %	5.0 %	5.2 %	36.2 %	
Advanced Certificates										
Public Universities	1990	5	1	0	1	100	2	4	113	6.2
	1992	4	0	0	0	86	1	11	102	3.9
	1994	7	1	0	2	83	0	7	100	10.0
Percent Change		40.0 %	0.0 %		100.0 %	(17.0)%	(100.0)%	75.0 %	(11.5)%	
Private Institutions	1990	4	3	0	1	66	1	3	78	10.3
	1992	10	3	0	3	85	0	1	102	15.7
	1994	6	2	1	1	108	0	0	118	8.5
Percent Change		50.0 %	(33.3)%		0.0 %	63.6 %	(100.0)%	(100.0)%	51.3 %	
Certificate Percent Change		44.4 %	(25.0)%		50.0 %	15.1 %	(100.0)%	0.0 %	14.1 %	
Doctoral Degrees										
Public Universities	1990	22	6	0	3	194	60	5	290	10.7
	1992	19	4	2	8	209	47	6	295	11.2
	1994	23	13	0	7	185	34	3	265	16.2
Percent Change		4.5 %	116.7 %		133.3 %	(4.6)%	(43.3)%	(40.0)%	(8.6)%	
Private Institutions	1990	10	3	0	2	66	5	0	86	17.4
	1992	10	0	0	0	83	5	1	99	10.1
	1994	8	2	1	0	75	2	0	88	12.5
Percent Change		(20.0)%	(33.3)%		(100.0)%	13.6 %	(60.0)%		2.3 %	
Doctorate Percent Change		(3.1)%	66.7 %		40.0 %	0.0 %	(44.6)%	(40.0)%	(6.1)%	

Source: BHE Degrees Conferred Surveys

secondary teachers are women and that 59.9 percent of education administrators and 42.5 percent of instructional coordinators at all levels, elementary through higher education, are women.

Table 4 shows the number of graduate degrees awarded in education in fiscal years 1990, 1992, and 1994 by degree level, sector, and gender for three types of programs: administration and supervision, guidance counseling and school psychology, and all other graduate programs in education. The table shows that women earned the majority of master's degrees awarded by both public and private universities in all three years and in all three types of programs, although a slightly lower percentage earned master's degrees in administration preparation programs. Private colleges and universities awarded master's degrees to women at a slightly higher percentage in all three types of programs than did public universities.

The table also shows that at public universities women earn less than half the advanced certificates and doctoral degrees, the level required for superintendents' certification. At private universities, which award fewer advanced certificates and doctorates in administration, the proportion awarded to women varied from year to year, although the number of women receiving awards increased over the past five years.

State and National Labor Market Projections

Many variables affect the demand for teachers, administrators, and other school personnel, including the number and diversity of students enrolled in schools by grade level, the type of programs and subjects offered, average class size, financial resources available, the numbers already employed, turnover rate, and availability of employment opportunities in other settings. At the graduate level, the supply and demand analysis is further complicated by the fact that some graduate students are seeking initial entry into an education profession, some are already employed and seeking continued professional development, and others are seeking to change professions within education.

Table 5 compares current education supply data from the Board of Higher Education and the State Board of Education (SBE) with demand projections from the Illinois Occupational Information Coordinating Committee (IOICC) and the U.S. Department of Labor's Bureau of Labor Statistics (BLS). Table 5 shows that employment opportunities in education are growing at a faster rate both in Illinois and nationally than the state and national averages for all occupations. Primarily, however, Table 5 presents a mixed picture, illustrating the difficulty in drawing conclusions from supply and demand data when categories and their definitions differ among agencies and across data gathering instruments.

Nonetheless, several items are worth noting. Even though the number of elementary and secondary teaching certificates issued by the State Teacher Certification Board exceeded the number of average annual openings projected by IOICC, exceptionally high numbers of vacancies were reported to the State Board of Education in December 1994 for elementary, secondary, and special education and other specially certified teachers. This discrepancy suggests a maldistribution of teachers in Illinois rather than an absolute shortage. Indeed, a high proportion of these reported vacancies was reported by the Chicago public schools. Thus, there may be a need to expand capacity in existing programs in Chicago that prepare non-education baccalaureate recipients for initial teacher certification and to expand relationships between Chicago-area colleges of education and the Chicago public schools to attract, prepare, and retain well-qualified teachers at all levels.

Also, the high number of unfilled vacancies for guidance counselors and school psychologists shown in Table 5 suggests that schools may be having difficulty competing with non-school settings that offer counselors and psychologists higher salaries and more flexible working conditions. While not the subject of this report, the reported number of vacancies for other support personnel--including school social workers, nurses, speech pathologists and audiologists, and occupational and physical

Table 4
GRADUATE DEGREES CONFERRED IN EDUCATION BY PROGRAM TYPE, LEVEL, SECTOR, AND GENDER
FISCAL YEARS 1990, 1992, AND 1994

	Fiscal Year	Administration			Guidance/Psychology			Other		
		Men	Women	Percent Women	Men	Women	Percent Women	Men	Women	Percent Women
Master's Programs										
Public Universities (12)	1990	202	321	61.4 %	88	278	76.0 %	364	1,317	78.3 %
	1992	215	394	64.7	101	331	76.6	412	1,487	78.3
	1994	261	455	63.5	95	322	77.2	373	1,364	78.5
Private Institutions (19)	1990	38	95	71.4	19	76	80.0	195	1,206	86.1
	1992	58	177	75.3	20	103	83.7	312	1,887	85.8
	1994	47	133	73.9	14	75	84.3	438	2,143	83.0
Total	1990	240	416	63.4	107	354	76.7	559	2,523	81.8
	1992	273	571	67.6	121	434	78.1	724	3,374	82.3
	1994	308	588	65.6	109	397	78.4	811	3,507	81.2
Advanced Certificates										
Public Universities (7)	1990	48	28	36.8	10	13	56.5	4	10	71.4
	1992	42	24	36.4	3	17	85.0	8	8	50.0
	1994	39	34	46.6	2	23	92.0	1	1	50.0
Private Institutions (5)	1990	9	24	72.7	2	8	80.0	17	18	51.4
	1992	6	31	83.8	3	17	85.0	9	36	80.0
	1994	17	38	69.1	1	13	92.9	7	42	85.7
Total	1990	57	52	47.7	12	21	63.6	21	28	57.1
	1992	48	55	53.3	6	34	85.0	17	44	72.1
	1994	56	72	56.2	3	36	92.3	8	43	84.3
Doctoral Programs										
Public Universities (6)	1990	36	30	45.5	23	35	60.3	81	85	51.2
	1992	49	43	46.7	15	25	62.5	69	94	57.7
	1994	50	40	44.4	11	19	63.3	58	87	60.0
Private Institutions (5)	1990	6	18	75.0	4	10	71.4	17	31	64.6
	1992	15	13	46.4	6	8	57.1	25	32	56.1
	1994	11	27	71.1	6	10	62.5	10	24	70.6
Total	1990	42	48	53.3	27	45	62.5	98	116	54.2
	1992	64	56	46.6	21	33	61.1	94	126	57.2
	1994	61	67	52.3	17	29	63.0	68	111	62.0

Source: BHE Degrees Conferred Surveys

Table 5
EDUCATION EMPLOYMENT SUPPLY AND DEMAND

	Fall 1992 Public School		Graduate Degrees Conferred	SBE		IOICC		BLS
	Enrollment	Personnel	FY1994[1]	Certificates Issued FY1994[2]	Vacancies Dec 1994 (FTE)	Average Annual Openings	Percent Growth	Percent Growth
All Occupations							*15.9 %*	*20 %*
Educational Services Industry							*21.4*	
Teachers								
Early Childhood	178,919	5,136	119	600	3.00	642	46.4 %	41 %
Elementary (1–8)	1,111,167	59,971	539	4,328	420.64	2,635	21.4	23
Secondary (9–12)	495,562	28,952	341	3,091	184.45	2,067	21.4	34
Ungraded	87,919	17,402	2,113					
Vocational			123	140 [3]	33.85	243	25.1	27
Special Teachers								
Special Education			467	2,930	330.01	400	21.4	40
Art, Music, Physical Education			339		66.30			
Reading			207		35.90			
Bilingual and ESL			68	571	8.75			
Service Personnel								
Media/Technology Specialists			57		6.00	15	21.4	—
Guidance Counselors		2,852	376	271	72.90	178	23.7	34
School Psychologists			119	129	65.70	279 [4]	35.7	64
Administrators								
General Supervisory/Directors		1,446	125	110	7.00	48	23.1	—
Principals/General Administrative		4,383 [5]	683	981	6.00	620	21.1	24
Superintendents		1,660 [6]	211	154	2.00			
Business Managers			16	60	2.00			
Other					4.50			
College/University Faculty						1,809	21.8	19

[1]Excludes 374 degrees conferred in adult, continuing, and higher education, testing and measurement, and comparative education.
[2]Includes provisional certificates.
[3]Provisional certificates only.
[4]Projection includes all employers.
[5]All school–level administrators.
[6]All district administrators.

Sources: BHE Degrees Conferred Survey, FY1994
National Center for Education Statistics, *Public School Student, Staff, and Graduate Counts by State: School Year 1992–93*, July 1994
State Board of Education, *Unfilled Positions*, December 1, 1994, and *Total Certificates Issued*, FY1994
Illinois Occupational Information Coordinating Committee, *State of Illinois Occupational Employment (1990 and Projected 2005)*
U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook, 1990-2005*

therapists and assistants--was also high. All of these occupations offer employment opportunities in settings other than schools, many of which offer higher salaries or more flexible working conditions than do schools. Certification requirements stipulate that guidance counselors and speech pathologists and audiologists must hold valid teaching certificates in addition to a master's degree in the field. School social workers, nurses, and psychologists are required to complete professional education coursework and/or a full-year internship in a school in addition to their professional training and, in the case of nurses, state licensure. Chronic shortages in several specialties suggest it is time to re-examine certification requirements.

Public University Costs for Graduate Programs in Education

The Board of Higher Education annually collects cost and faculty assignment information from the public universities by discipline and level of instruction. No comparable information is available for private institutions. Table 6 shows the number of full-time equivalent students (FTE) and faculty staff-year assignments in graduate education programs at public universities for fiscal years 1990, 1992, and 1994. The graduate I level includes both master's and advanced certificate instruction, while graduate II includes only doctoral instruction.

The table shows that, overall, the number of FTE students at the graduate I level declined by 8.5 percent between fiscal years 1990 and 1994. Five universities gained in number of FTE students, while seven universities lost FTE students. The three universities with the highest number of FTE students in fiscal year 1990 exhibited the highest percent decline by fiscal year 1994, while the two universities with the lowest number of FTE students in fiscal year 1990 exhibited the greatest percent gain by fiscal year 1994. The seven universities in which the number of FTE students declined also decreased their faculty staff-year assignments between fiscal years 1990 and 1994. For four of these seven, the percent decrease in faculty staff-years was greater than the percent decline in FTE students, resulting in increases in faculty workload as measured by FTE students per faculty staff-year. Four of the five universities in which the number of FTE students increased between fiscal years 1990 and 1994 also decreased their faculty staff-years, thus also resulting in increased faculty workload in fiscal year 1994. In fiscal year 1994, the faculty workload at the University of Illinois at Chicago and at Sangamon State University was nearly twice the all-university average, while the faculty workload at Northern Illinois University and Northeastern Illinois University was about three-fourths of the all-university average.

At the doctoral level (graduate II), four universities increased the number of FTE students between fiscal years 1990 and 1994, while two decreased, for an overall enrollment gain of 5.0 percent. Southern Illinois University at Edwardsville, which exhibited the largest percent decline, began to phase out its single doctoral program in education in summer 1993. With an FTE student increase of 56.2 percent and a faculty staff-year decline of 39.4 percent, the University of Illinois at Chicago increased its faculty workload by 158 percent to 37.7 students per faculty member, a ratio about 80 percent greater than the all-university average. Northern Illinois University and Southern Illinois University at Carbondale exhibited declines in faculty workload, with Northern Illinois University increasing its faculty staff-years at twice the rate of gain in number of FTE students and Southern Illinois University at Carbondale decreasing faculty staff-years at a quarter of its decline in number of FTE students.

Table 7 shows the public universities' costs per credit hour for graduate instruction in education in fiscal years 1990, 1992, and 1994 compared to each university's average costs per credit hour for graduate instruction. At the graduate I level, each university's cost per credit hour in education is lower than its average cost per credit hour for graduate I instruction in all three years, with two exceptions: in fiscal year 1994, both Illinois State University's and Chicago State University's cost per credit hour in education exceeded the average cost per credit hour due to greater percent declines in the university's average cost per credit hour for graduate I instruction.

Table 6
PUBLIC UNIVERSITIES' GRADUATE INSTRUCTION IN EDUCATION:
FTE STUDENTS AND FACULTY STAFF – YEARS
FISCAL YEARS 1990, 1992, AND 1994
(Sorted by Percent Change in FTE Students)

	FTE Students[1]				Faculty Staff – Years				FTE Students Per Faculty Staff – Year			
	FY1990	FY1992	FY1994	Percent Change	FY1990	FY1992	FY1994	Percent Change	FY1990	FY1992	FY1994	Percent Change
Graduate I												
University of Illinois at Chicago	235.6	407.8	444.8	88.8 %	10.80	9.09	9.75	(9.7)%	21.8	44.9	45.6	109.1 %
Sangamon State University	95.3	112.5	112.3	17.8	3.46	2.53	2.64	(23.7)	27.5	44.5	42.5	54.4
Governors State University	474.4	457.2	533.7	12.5	21.61	15.02	18.69	(13.5)	22.0	30.4	28.6	30.1
Eastern Illinois University	496.1	513.4	556.0	12.1	20.55	20.98	24.67	20.0	24.1	24.5	22.5	(6.6)
Western Illinois University	583.3	604.8	636.0	9.0	23.52	22.35	23.43	(0.4)	24.8	27.1	27.1	9.5
Illinois State University	570.3	592.5	543.0	(4.8)	25.34	24.42	21.12	(16.7)	22.5	24.3	25.7	14.2
Southern Illinois University at Carbondale	636.6	625.3	597.3	(6.2)	28.41	30.37	27.54	(3.1)	22.4	20.6	21.7	(3.2)
University of Illinois at Urbana	634.0	645.7	584.1	(7.9)	36.23	28.02	25.31	(30.1)	17.5	23.0	23.1	31.9
Southern Illinois University at Edwardsville	502.5	571.6	436.3	(13.2)	21.75	19.10	18.42	(15.3)	23.1	29.9	23.7	2.5
Northern Illinois University	1,159.7	1,032.0	904.3	(22.0)	51.85	52.37	51.81	(0.1)	22.4	19.7	17.5	(22.0)
Northeastern Illinois University	1,002.8	954.2	722.1	(28.0)	39.83	38.64	38.61	(3.1)	25.2	24.7	18.7	(25.7)
Chicago State University	640.5	404.2	362.0	(43.5)	29.56	12.83	12.76	(56.8)	21.7	31.5	28.4	30.9
Weighted Average	585.9	576.8	536.0	(8.5)%	26.08	22.98	22.90	(12.2)%	22.5	25.1	23.4	4.2 %
Graduate II												
University of Illinois at Chicago	104.6	116.3	163.4	56.2 %	7.15	4.32	4.33	(39.4)%	14.6	26.9	37.7	158.0 %
Northern Illinois University	235.9	218.5	286.7	21.5	10.59	16.25	15.23	43.8	22.3	13.4	18.8	(15.5)
Illinois State University	104.2	112.3	113.4	8.8	7.88	6.95	5.13	(34.9)	13.2	16.2	22.1	67.2
University of Illinois at Urbana	470.6	459.3	493.8	4.9	25.85	21.73	23.33	(9.7)	18.2	21.1	21.2	16.3
Southern Illinois University at Carbondale	298.4	258.2	230.4	(22.8)	14.47	13.57	13.69	(5.4)	20.6	19.0	16.8	(18.4)
Southern Illinois University at Edwardsville	26.5	24.4	14.6	(44.9)	1.80	1.84	1.40	(22.2)	14.7	13.3	10.4	(29.2)
Weighted Average	206.7	198.2	217.1	5.0 %	11.29	10.78	10.52	(6.8)%	18.3	18.4	20.6	12.7 %

[1]The number of FTE students is calculated by dividing the total number of credit hours by 24, the annual full – time credit load for graduate students.

Source: Public Universities' Unit Cost Studies

Table 7
PUBLIC UNIVERSITIES' GRADUATE INSTRUCTION IN EDUCATION:
INSTRUCTIONAL COSTS PER CREDIT HOUR
FISCAL YEARS 1990, 1992, AND 1994
(Sorted by Percent Change)

	Instructional Costs Per Credit Hour[1]						Percent Change	
	FY1990		FY1992		FY1994			
	Education	University Average	Education	University Average	Education	University Average	Education	University Average
Graduate I								
Northeastern Illinois University	$ 172.85	$ 200.75	$ 171.47	$ 195.33	$ 238.36	$ 255.37	37.9 %	27.2 %
Northern Illinois University	192.03	285.61	211.41	277.87	251.24	324.65	30.8	13.7
Southern Illinois University at Edwardsville	199.65	267.69	158.68	237.55	224.82	300.97	12.6	12.4
Eastern Illinois University	187.88	238.91	196.27	237.28	208.53	241.31	11.0	1.0
Southern Illinois University at Carbondale	239.96	360.56	246.89	360.75	256.41	374.89	6.9	4.0
Illinois State University	242.06	245.81	243.28	256.73	243.66	238.97	0.7	(2.8)
Western Illinois University	198.70	237.45	189.34	227.56	199.87	251.58	0.6	6.0
University of Illinois at Urbana	283.95	367.69	238.22	343.92	276.12	341.20	(2.8)	(7.2)
Sangamon State University	178.87	228.19	146.28	201.58	161.80	222.43	(9.5)	(2.5)
Chicago State University	252.95	263.11	215.01	220.32	226.92	207.59	(10.3)	(21.1)
Governors State University	219.55	257.81	190.29	232.18	181.94	230.55	(17.1)	(10.6)
University of Illinois at Chicago	241.08	345.15	126.52	300.80	129.65	305.39	(46.2)	(11.5)
Weighted Average	$ 215.66	$ 301.87	$ 199.69	$ 283.74	$ 224.24	$ 299.47	4.0 %	(0.8)%
Graduate II								
Southern Illinois University at Edwardsville	$ 291.04	$ 320.72	$ 345.86	$ 351.00	$ 521.03	$ 510.04	79.0 %	59.0 %
Southern Illinois University at Carbondale	293.17	392.47	314.96	405.22	347.30	438.25	18.5	11.7
Northern Iilinois University	319.05	379.35	361.30	362.36	345.60	380.14	8.3	0.2
University of Illinois at Urbana	379.01	419.39	394.95	409.78	393.66	426.62	3.9	1.7
Illinois State University	501.86	392.63	477.50	427.67	385.78	310.14	(23.1)	(21.0)
University of Illinois at Chicago	410.14	429.16	263.95	362.38	210.45	379.74	(48.7)	(11.5)
Weighted Average	$ 358.01	$ 415.20	$ 365.39	$ 397.86	$ 352.63	$ 411.88	(1.5)%	(0.8)%

[1]Instructional costs per credit hour are costs per credit hour for instruction less physical plant for all graduate courses in education.

Source: Public Universities' Unit Cost Studies

At the doctoral level, the average cost per credit hour in education is also lower than the average cost per credit hour for all doctoral instruction. At four universities, the average cost per credit hour of instruction in education increased at a higher percentage than the university's average cost per credit hour for doctoral instruction, while at two universities the cost per credit hour in education declined more than its average cost per credit hour for all doctoral instruction.

Together, Tables 6 and 7 illustrate the inverse relationship between faculty workload and instructional costs. At the graduate I level, at five universities faculty workload increased by 30 percent or more, thus reducing instructional costs per credit hour. At four universities, faculty workload declines resulted in increased costs per credit hour. At three universities faculty workload increases were insufficient to reduce costs per credit hour; however, costs per credit hour increased less than one percent at Western Illinois University and Illinois State University and Southern Illinois University at Edwardsville's faculty workload was at the all-university average in fiscal year 1994.

At the doctoral level, faculty workload increases at Illinois State University and the University of Illinois at Chicago reduced instructional costs per credit hour, while at Northern Illinois University and both campuses of Southern Illinois University faculty workload declined, thus increasing costs per credit hour. At the University of Illinois at Urbana-Champaign, faculty workload increased by 16.3 percent, while the cost per credit hour increased by 3.9 percent.

Statewide Issues

The Board of Higher Education's RAMP manual provides guidelines for reporting on each program reviewed in the areas of student demand for the program, occupational demand for the program's graduates, centrality of the program to the university's instructional mission, the appropriateness of the program's breadth in terms of courses and specializations offered, the success of program graduates, the costs associated with the program, the quality of the program, and the program's productivity. In addition, public universities are asked to address the special statewide issues discussed in this section in their program review reports, either for each program reviewed or in a separate section. Specifically, in the review reports submitted in July 1996, public universities should summarize their conclusions and actions taken to address each issue identified below.

Student and Occupational Demand

The analysis of trends in number of degrees conferred indicates that the public universities are offering a number of very small graduate programs in education. At the master's level, programs for teachers in the various subjects taught in high schools were particularly small and could be consolidated into more broadly defined programs in curriculum and instruction at the secondary level. At the advanced certificate level, only the programs in administration appeared to continue to be viable, while at the doctoral level, all five programs in special education and both programs in art education are small.

In their reviews of graduate programs in education, the public universities are asked to examine graduate programs with an average of fewer than five graduates per year to determine whether there continues to be a need for the program and, if so, whether there are opportunities for program consolidation. Advanced certificate programs should particularly be scrutinized for continued viability.

As indicated earlier, supply and demand information for school personnel prepared at the graduate level is complicated by the fact that some graduate students are seeking initial entry into an education profession, some are already employed and seeking continued professional development, and others are seeking to change professions within education. Furthermore, there is no systematic state or national information about potential demand for doctoral-prepared graduates by colleges and universities or governmental agencies. Data presented, however, suggest a need to expand relationships with the Chicago public schools and opportunities at the master's level for non-education

baccalaureate degree recipients to gain initial teacher certification, particularly within Chicago; for increased minority representation among Illinois' public school certified personnel in all categories; and for an increased number of women prepared for administrative certification.

In their reviews of graduate programs in education, the public universities are asked to examine their relationships with the Chicago public schools in order to address the need for more and highly qualified teachers and other school personnel. The public universities also are asked to evaluate their admissions criteria and processes, financial aid availability, support services, and educational climates for recruiting, retaining, and graduating Black and Hispanic students in all education specialties and at all levels and women in programs leading to administrative certification.

Program Quality

Several dimensions for judging program quality are outlined in the RAMP guidelines: the success and satisfaction of graduates, the qualifications and currency of the faculty, the adequacy and currency of the library and laboratories, and the currency of the curriculum and standards for student performance. Since none of these dimensions is easily or meaningfully quantifiable, none of the Board of Higher Education's information systems regularly gathers comparative data that would be helpful in judging program quality. Indeed, a primary reason for conducting program reviews is the need to assess a program's quality regularly in order to identify actions for improving quality.

Recent research on conditions conducive to reforming schools in order to increase student learning suggests that the school principal is pivotal in setting the school's learning climate and that the active participation of parents and the community is necessary to raise performance standards. Reforming or improving schools, according to recent studies, exhibit the following characteristics: (1) school-based management with shared decision making among administrators, teachers, parents, and community leaders, (2) the establishment of high standards for student achievement and a commitment to the principle that all children can learn if given ample opportunities, and (3) an emphasis on active, inquiry-based learning strategies that integrate concepts and applications across subject matter and skills development. In Illinois, the Quality Schools Initiative begun by Superintendent Spagnolo builds upon these conditions and principles, each of which has implications for the preparation and continuing professional development of classroom teachers, administrators, and other professionals in schools.

In their reviews of graduate programs in education, the public universities are asked to evaluate the extent to which candidates for administrative certification are prepared to become academic leaders and innovators and the extent to which they are prepared to involve parents and community leaders in improving the education of their children. Public universities are also asked to evaluate the extent to which all graduate programs in education prepare individuals knowledgeable of national and state content and performance standards, as well as various methods for assessing student achievement of them.

While each university strives to offer academic programs of only the highest quality, limitations on the availability of resources require each to determine the appropriate balance between quality and productivity. In analyzing instructional costs earlier in this report, it was noted that some universities were able to reduce instructional costs by increasing the number of FTE students and/or decreasing the number of faculty staff-years, while, in other universities, instructional costs increased due to greater reductions in the number of FTE students compared with reductions in the number of faculty staff-years. Although increases in faculty workload (as measured by the number of FTE students per faculty staff-year) signal gains in productivity, there may come a point at which increased program productivity comes at the expense of program quality.

In their reviews of graduate programs in education, the public universities in which student-faculty ratios (as measured by FTE students per faculty staff-years) are 20 percent more or 20 percent less than the public universities' average are asked to examine the quality of in-class instruction, the quality of advising

and the supervision of graduate student research, and time-to-degree-completion rates to determine the optimum balance between the program's quality and productivity. In addition, the universities offering graduate programs in education off campus are asked to examine both the quality and the productivity of the programs offered off campus compared with the on-campus program to identify actions to increase both quality and productivity.

The P•Q•P initiative asks each public university to focus its mission and set priorities among programs and services in concert with its mission in order to identify resources for reinvestment to strengthen both quality and productivity of priority programs. A willingness to consolidate or eliminate lower priority and lower quality programs is essential to providing the necessary resources for strengthening higher priority programs.

In their reviews of graduate programs in education, the public universities are asked to identify the priority of graduate programs in education, both on and off campus, within the university's mission, to identify steps that have been taken to improve the quality and productivity of the programs identified as high priority, and to provide evidence of the results achieved.

State-level Policies and Processes

This analysis of graduate programs in education has confirmed the need for greater collaboration between the Board of Higher Education and the State Board of Education--and among the two Boards and schools and colleges and with the General Assembly, as needed--to overhaul certification requirements for all school professionals. A coherent process for the continuing professional development of school personnel also must be developed. New certification requirements and requirements for continuing professional development should then serve as the basis for revising processes for program approval and review and for the development of a systematic mechanism for identifying and tracking educational supply and demand over time. The Joint Education Committee should establish the necessary parameters and principles for collaboration as a primary task during fiscal year 1995-96.

APPENDIX

Table A
STATE BOARD OF EDUCATION APPROVED PROGRAMS

K-12 Special Certificate

Media
- Chicago State University
- Western Illinois University
- Northern Illinois University
- Southern Illinois University at Carbondale
- Southern Illinois University at Edwardsville
- Rosary College

Reading
- Chicago State University
- Northeastern Illinois University
- Illinois State University
- Northern Illinois University
- University of Illinois at Chicago
- Concordia University
- Lewis University
- Loyola University of Chicago
- National-Louis University
- Roosevelt University
- St. Xavier University

School Service Personnel Certificate

Guidance and Counseling
- Chicago State University
- Eastern Illinois University
- Governors State University
- Northeastern Illinois University
- Western Illinois University
- Illinois State University
- Northern Illinois University
- Sangamon State University
- Southern Illinois University at Carbondale
- Bradley University
- Concordia University
- DePaul University
- Loyola University of Chicago
- Roosevelt University

School Psychology
- Eastern Illinois University
- Governors State University
- Western Illinois University
- Illinois State University
- Northern Illinois University
- Southern Illinois University at Carbondale
- Southern Illinois University at Edwardsville
- Loyola University of Chicago
- National-Louis University

Transitional Bilingual Certificate (Spanish)

- Chicago State University
- Western Illinois University
- University of Illinois at Chicago
- Lake Forest College
- Monmouth College

Administrative Certificate

General Supervisory
- Western Illinois University
- Illinois State University
- Northern Illinois University
- Sangamon State University
- Southern Illinois University at Carbondale
- University of Illinois at Chicago
- University of Illinois at Urbana
- Aurora University
- Concordia University
- DePaul University
- Loyola University of Chicago
- National-Louis University
- Roosevelt University
- St. Xavier University

General Administrative
- Chicago State University
- Eastern Illinois University
- Governors State University
- Northeastern Illinois University
- Western Illinois University
- Illinois State University
- Northern Illinois University
- Sangamon State University
- Southern Illinois University at Carbondale
- Southern Illinois University at Edwardsville
- University of Illinois at Chicago
- University of Illinois at Urbana
- Aurora University
- Bradley University
- Concordia University
- DePaul University
- Lewis University
- Loyola University of Chicago
- National-Louis University
- Northwestern University
- Rosary College
- Roosevelt University
- St. Xavier University
- University of Chicago

Chief School Business Officer Certificate
- Chicago State University
- Governors State University
- Northeastern Illinois University
- Western Illinois University
- Illinois State University
- Northern Illinois University
- Southern Illinois University at Edwardsville
- Loyola University of Chicago

Superintendent Certificate

Eastern Illinois University
Western Illinois University
Illinois State University
Northern Illinois University
Southern Illinois University at Carbondale
Southern Illinois University at Edwardsville
University of Illinois at Chicago
University of Illinois at Urbana
Loyola University of Chicago
National-Louis University
Northwestern University
Roosevelt University
University of Chicago

Table B
PUBLIC UNIVERSITIES' GRADUATE PROGRAMS IN EDUCATION
(Active FY1986 or After)

CIP Code	Degree Title	Approved	Eliminated	Fall Enrollment 1990	1991	1992	1993	1994	Annual Degrees Conferred FY1990	FY1991	FY1992	FY1993	FY1994
Chicago State University				828	766	772	796	817	184	308	287	303	228
13.0201	M.S.Ed. in Bilingual/Bicultural Education	01-Jul-77		0	1	0	18	28	0	0	0	0	0
13.0301	M.S.Ed. in Curriculum and Instruction	01-Jul-77		103	125	113	138	127	26	28	22	45	26
13.0401	M.A. in Educational Administration	01-May-76		159	184	177	165	154	37	40	40	52	52
13.1001	M.S.Ed. in Special Education			145	129	123	125	120	36	45	56	38	34
13.1101	M.A. in Guidance and Counseling			271	184	189	198	251	48	132	103	98	67
13.1314	M.S.Ed. in Physical Education	01-Jul-77		58	62	85	91	72	18	25	28	44	31
13.1315	M.S.Ed. in The Teaching of Reading			46	48	35	25	29	11	10	29	10	7
13.1320	M.S.Ed. in Occupational Education			46	33	50	36	36	8	28	9	16	11
Eastern Illinois University				580	668	636	603	660	246	216	250	279	288
13.0401	M.S.Ed. in Educational Administration and Supervision			76	98	132	86	115	35	41	36	53	60
13.0501	M.S.Ed. in Information Services and Technology		24-Jul-92	13	6	4	0	0	14	5	5	4	0
13.1001	M.S.Ed. in Special Education	01-Dec-78		77	82	43	46	57	9	6	20	13	10
13.1101	M.S.Ed. in Guidance and Counseling			162	208	218	191	197	74	76	96	106	112
13.1202	M.S.Ed. in Elementary Education			130	140	118	144	129	50	37	47	46	30
13.1303	M.S.Ed. in Business Education			14	12	12	12	19	10	8	4	2	3
13.1314	M.S. in Physical Education			32	40	52	49	50	34	21	23	29	44
13.1316	M.S.Ed. in Physical Sciences			3	2	4	2	4	4	9	6	8	4
13.1322	M.S.Ed. in Biological Sciences	01-Dec-85		3	5	4	11	4	3	6	4	2	4
13.0401	Ed.S. in Educational Administration and Supervision			47	50	34	45	63	11	4	6	15	20
13.1101	Ed.S. in Guidance and Counseling			23	25	15	17	22	2	3	3	1	1
Governors State University				439	460	497	501	524	139	153	120	149	141
13.0301	M.A. in Education			175	202	216	219	228	36	50	36	51	42
13.0401	M.A. in Educational Administration			161	169	189	189	234	68	69	59	73	79
13.0501	M.A. in Instructional and Training Technology		07-Jun-94	33	35	32	43	0	7	7	6	8	0
13.1007	M.A. in Multicategorical Special Education	01-Dec-83		58	54	60	50	62	16	12	19	17	20
13.1101	M.A. in School Counseling		01-Jan-89	0	0	0	0	0	4	0	0	0	0
13.1327	M.H.S. in Health Professions Education		01-Jan-89	12	0	0	0	0	8	15	0	0	0
Northeastern Illinois University				863	908	811	743	726	250	298	295	306	316
13.0401	M.A. in Educational Administration	01-Dec-83		199	193	167	152	169	63	63	65	80	70
13.0501	M.A. in Instructional Media		24-Sep-93	19	26	16	25	14	11	9	14	4	9
13.1001	M.A. in Special Education			218	257	215	187	187	70	77	53	74	86
13.1004	M.A. in Gifted Education	03-Mar-92		0	0	29	32	25	0	0	8	7	5
13.1101	M.A. in Counseling			231	236	204	149	138	64	89	95	76	83
13.1201	M.A. in Human Resource Development	01-Dec-85		48	49	48	56	59	6	15	14	14	14
13.1305	M.Ed. in the Teaching of Language Arts			28	29	28	27	34	1	7	5	9	10
13.1315	M.A. in Reading			120	118	104	115	100	35	38	41	42	39
Western Illinois University				688	775	806	845	880	199	222	277	240	279
13.0401	M.S.Ed. in Educational Administration and Supervision			66	81	95	116	151	23	30	31	28	41
13.0901	M.S.Ed. in Interdisciplinary Studies			37	39	52	48	53	11	17	12	15	13
13.1001	M.S.Ed. in Special Education	01-Jun-77		58	87	95	94	75	20	11	23	24	30
13.1101	M.S.Ed. in Counseling			84	74	109	117	118	9	17	21	26	26
13.1102	M.S. in College Student Personnel			48	44	44	48	48	22	13	17	17	37
13.1202	M.S.Ed. in Elementary Education			202	195	186	174	196	38	67	79	55	55
13.1303	M.S.Ed. in Business Education		01-Jan-88	0	0	0	0	0	0	0	0	0	0
13.1314	M.S. in Physical Education			80	111	95	95	84	37	29	36	32	33
13.1315	M.S.Ed. in Reading			73	97	68	85	87	29	25	46	21	28
13.0401	Ed.S. in Educational Administration and Supervision			40	47	62	68	68	10	13	12	22	16

Table B (Continued)
PUBLIC UNIVERSITIES' GRADUATE PROGRAMS IN EDUCATION
(Active FY1986 or After)

CIP Code	Degree Title	Approved	Eliminated	Fall Enrollment 1990	1991	1992	1993	1994	Annual Degrees Conferred FY1990	FY1991	FY1992	FY1993	FY1994
Illinois State University				**774**	**927**	**949**	**977**	**904**	**295**	**251**	**299**	**281**	**267**
13.0301	M.A. M.S. and M.S.Ed. in Curriculum and Instruction			103	114	126	116	60	48	41	46	43	48
13.0401	M.A. M.S. and M.S.Ed. in Educational Administration			69	64	73	103	119	30	32	33	24	39
13.0501	M.S. and M.S.Ed. in Instructional Media		01-Jan-87	1	0	1	0	0	0	1	0	0	1
13.1001	M.A. M.S. and M.S.Ed. in Special Education			134	174	154	152	145	47	36	54	63	48
13.1101	M.A. M.S. and M.S.Ed. in Counselor Education			70	76	86	67	70	26	23	23	24	24
13.1202	M.A. M.S. and M.S.Ed. in Elementary Education		01-Jan-88	1	0	0	0	0	2	1	0	0	0
13.1303	M.A. and M.S. in Business Education		22-Jul-92	12	10	10	11	5	4	3	4	2	3
13.1312	Master of Music Education			12	11	33	13	6	15	16	9	2	2
13.1314	M.A. and M.S. in Health and Physical Education			111	114	118	95	107	54	45	57	58	40
13.1315	M.S.Ed. in Reading			60	72	69	87	88	23	17	22	23	23
13.0401	C.A.S. in Educational Administration	01-Dec-78		57	66	78	85	75	20	15	18	15	14
13.0301	Ed.D. in Curriculum and Instruction	01-Dec-81		42	53	67	72	65	5	6	9	7	4
13.0401	Ed.D. and Ph.D. in Educational Administration			66	122	87	120	117	19	11	17	11	15
13.1001	Ed.D. in Special Education	06-Dec-77		23	43	43	39	26	0	1	2	8	5
13.1302	Ed.D. in Art Education			13	8	4	4	4	2	3	5	1	1
13.1311	Ph.D. in Mathematics Education	01-Dec-89		0	0	0	13	17	0	0	0	0	0
Northern Illinois University				**1,593**	**1,550**	**1,706**	**1,671**	**1,777**	**645**	**579**	**675**	**524**	**603**
13.0301	M.S.Ed. in Curriculum and Instruction			34	38	22	19	13	7	12	26	14	9
13.0401	M.S.Ed. in Educational Administration			120	98	125	135	178	79	70	63	47	76
13.0403	M.S.Ed. in Adult Continuing Education			57	82	87	96	89	33	44	55	55	52
13.0499	M.S.Ed. in School Business Management			6	14	26	25	26	6	1	9	11	16
13.0501	M.S.Ed. in Instructional Technology			47	46	70	76	63	16	17	23	20	26
13.0802	M.S.Ed. in Educational Psychology	01-Dec-80		29	29	26	24	16	14	11	22	14	14
13.0901	M.S.Ed. in Foundations of Education			12	10	28	30	20	4	11	0	6	13
13.1001	M.S.Ed. in Special Education			184	144	137	122	123	135	73	148	51	57
13.1101	M.S.Ed. in Counseling			75	79	82	87	97	33	15	21	31	22
13.1202	M.S.Ed. in Elementary Education			106	82	116	90	94	50	46	55	27	60
13.1204	M.S.Ed. in Early Childhood Education			29	35	34	24	17	15	12	17	11	13
13.1205	M.S.Ed. in Secondary Education		07-Jun-94	131	128	124	104	117	47	54	45	55	44
13.1302	M.S. in Art			21	24	24	14	13	7	5	7	9	3
13.1303	M.S.Ed. in Business Education		25-Feb-94	11	18	20	23	26	3	3	0	7	7
13.1312	M.Mus. in Music Education			4	9	12	6	5	6	4	4	2	8
13.1314	M.S.Ed. in Physical Education			68	60	74	91	82	30	28	18	20	23
13.1315	M.S.Ed. in Reading			72	56	64	73	88	36	43	31	22	40
13.1399	M.S.Ed. in Outdoor Teacher Education		07-Jun-94	44	44	41	40	35	28	35	38	30	33
13.0301	Ed.S. in Curriculum and Instruction			12	7	8	10	8	2	5	4	4	2
13.0401	Ed.S. in Educational Administration			22	19	19	12	82	7	10	5	8	5
13.1101	Ed.S. in Counseling			12	9	11	12	12	13	8	5	2	6
13.1309	C.A.S. in Industry and Technology		01-Jan-87										
13.0301	Ed.D. in Curriculum and Instruction			94	90	93	86	89	18	10	13	11	10
13.0401	Ed.D. in Educational Administration			89	88	129	115	122	9	14	16	15	16
13.0403	Ed.D. in Adult Continuing Education	01-Jul-77		129	146	129	138	167	9	22	25	33	29
13.0501	Ed.D. in Instructional Technology			34	34	38	44	56	4	4	2	2	5
13.0802	Ed.D. in Educational Psychology			44	58	63	70	48	15	6	5	3	3
13.1001	Ed.D. in Special Education	06-Dec-77		10	11	9	11	6	2	0	2	3	1
13.1101	Ed.D. in Counseling			41	36	40	41	38	13	5	8	6	5
13.1303	Ed.D. in Business Education		22-Jul-93	40	42	40	36	31	3	10	5	2	5
13.1315	Ed.D. in Reading	01-Jul-77	21-Jan-94	16	14	15	17	16	1	1	3	3	0

Table B (Continued)
PUBLIC UNIVERSITIES' GRADUATE PROGRAMS IN EDUCATION
(Active FY1986 or After)

CIP Code	Degree Title	Approved	Eliminated	Fall Enrollment 1990	1991	1992	1993	1994	Annual Degrees Conferred FY1990	FY1991	FY1992	FY1993	FY1994
Sangamon State University				74	65	77	93	108	8	18	18	20	17
13.0401	M.A. in Educational Administration	01-Dec-80		74	65	77	93	108	8	18	18	20	17
Southern Illinois University at Carbondale				904	946	907	888	844	310	254	289	281	275
13.0301	M.S. Ed. in Curriculum and Instruction			132	155	140	141	126	79	63	54	54	73
13.0401	M.S.Ed. in Educational Administration			21	13	15	16	25	20	6	18	6	3
13.0406	M.S.Ed. in Higher Education			50	59	61	55	57	5	13	14	24	29
13.0802	M.S.Ed. in Educational Psychology			55	55	65	63	69	22	19	15	17	15
13.1001	M.S.Ed. in Special Education			44	69	49	47	28	18	8	11	18	2
13.1303	M.S.Ed. in Business Education		01-Jan-87										
13.1307	M.S.Ed. in Health Education			47	41	36	36	25	17	15	25	13	10
13.1314	M.S.Ed. in Physical Education			29	32	20	21	15	8	2	5	12	7
13.1320	M.S.Ed. in Workforce Education and Development			94	106	116	117	139	42	41	42	49	44
13.1401	M.A. in Teaching English to Speakers of Other Languages			45	43	55	58	54	19	22	19	18	25
13.0301	Spec. Ed. in Curriculum and Instruction		12-Mar-93	3	1	0	0	0	1	0	2	0	0
13.0401	Spec.Ed. in Educational Administration			1	3	8	11	3	2	1	0	3	6
13.0802	Spec.Ed. in Educational Psychology		20-Apr-93	2	1	1	3	1	1	3	2	1	0
13.1202	Spec.Ed. in Elementary Education		01-Jan-88										
13.0101	Ph.D. in Education		01-Jan-84	8	1	0	0	0	5	15	0	0	0
13.0301	Ph.D. in Education (Curriculum and Instruction)			84	91	86	75	62	16	0	37	14	20
13.0401	Ph.D. in Education (Educational Administration)			53	53	49	50	46	8	7	11	15	7
13.0406	Ph.D. in Education (Higher Education)		08-Jul-93	52	49	43	28	17	8	8	7	11	2
13.0802	Ph.D. in Education (Educational Psychology)			51	52	55	52	50	10	6	7	5	11
13.1001	Ph.D. in Education (Special Education)			18	21	20	12	12	5	2	3	2	3
13.1307	Ph.D. in Education (Health Education)			60	43	42	48	48	11	11	11	5	9
13.1314	Ph.D. in Education (Physical Education)			8	10	7	11	8	3	1	0	1	2
13.1320	Ph.D. in Vocational Education Studies			47	48	39	44	59	10	11	6	13	7
Southern Illinois University at Edwardsville				476	497	544	460	454	187	206	208	198	211
13.0401	M.S.Ed. in Educational Administration and Supervision			62	86	95	89	109	20	21	24	25	38
13.0501	M.S.Ed. in Instructional Technology			42	39	62	47	35	12	12	16	16	16
13.1001	M.S.Ed. in Special Education			38	42	55	55	28	18	17	17	19	19
13.1101	M.S.Ed. in Counselor Education		01-Jan-88	4	1	1	0	0	27	8	2	0	0
13.1202	M.S.Ed. in Elementary Education			173	179	191	150	167	52	94	97	75	89
13.1205	M.S.Ed. in Secondary Education			45	36	46	36	31	14	23	17	19	19
13.1303	M.S.Ed. in Business Education		01-Jan-89	2	1	0	0	0	6	0	1	0	0
13.1314	M.S.Ed. in Physical Education			20	19	14	19	24	3	1	4	5	9
13.1401	M.A. in English (Teaching English as a Second Language)	01-Dec-89		0	16	12	12	13	0	1	4	11	3
13.0401	S.D. in Educational Administration and Supervision			39	40	38	26	33	21	17	20	17	9
13.1101	S.D. in Counselor Education		01-Jan-88	1	0	0	0	0	7	2	0	1	0
13.1205	S.D. in Secondary Education		01-Jan-87										
13.0301	Ed.D. in Instructional Process		08-Jul-93	50	38	30	26	14	7	10	6	10	9
University of Illinois at Chicago				505	591	678	731	730	116	166	184	174	208
13.0401	M.Ed. in Leadership and Administration	01-Jul-77		36	40	42	48	45	3	10	16	2	11
13.0404	M.Ed. in Instructional Leadership	01-Jul-77		225	258	315	356	347	53	76	99	86	107
13.1001	M.Ed. in Special Education	01-Jul-77		73	76	91	103	93	31	41	34	20	38
13.1311	M.S. in the Teaching of Mathematics			47	44	39	40	40	22	25	13	10	16
13.1327	Master of Health Professions Education	01-Dec-75		11	49	23	20	26	6	7	11	37	6
13.1328	M.A. in the Teaching of History			0	0	15	11	14	0	0	5	7	14
13.0301	Ph.D. in Education (Curriculum and Instruction)	01-Dec-84		90	105	125	129	143	0	6	6	10	13
13.1001	Ph.D. in Education (Special Education)	01-Dec-84		23	19	28	24	22	1	1	0	2	3

Table B (Continued)
PUBLIC UNIVERSITIES' GRADUATE PROGRAMS IN EDUCATION
(Active FY1986 or After)

CIP Code	Degree Title	Approved	Eliminated	Fall Enrollment 1990	1991	1992	1993	1994	Annual Degrees Conferred FY1990	FY1991	FY1992	FY1993	FY1994
University of Illinois at Urbana				1,154	1,281	1,216	1,192	1,124	386	373	424	401	382
13.0401	M.A., M.S. and M.Ed. in Educ. Organization & Leadership			72	80	65	88	61	40	25	29	30	26
13.0802	M.A. M.S. and M.Ed. in Educational Psychology			44	40	48	45	33	16	13	13	13	15
13.0901	M.A. M.S. and M.Ed. in Educational Policy Studies			18	23	19	22	28	6	3	3	2	6
13.1001	M.A. M.S. and M.Ed. in Special Education			45	40	41	51	57	11	15	29	22	25
13.1202	M.A. M.S. and M.Ed. in Elem. and Early Childhood Ed.			237	228	206	134	143	60	85	93	79	76
13.1205	M.A. M.S. and M.Ed. in Secondary Education			78	102	76	78	47	27	18	28	31	35
13.1301	M.S. in Agricultural Education			10	10	13	18	12	3	6	6	7	7
13.1302	M.A. in Art Education			29	31	37	42	50	21	11	11	32	18
13.1305	M.A. in the Teaching of English												
13.1306	M.A. in the Teaching of Russian			2	1	2	1	1	0	0	0	0	1
13.1306A	M.A. in the Teaching of Latin			0	0	0	1	0	0	0	0	0	0
13.1308	M.S. in Home Economics Education												
13.1311	M.S. in the Teaching of Mathematics			3	3	1	1	1	2	2	0	1	1
13.1312	M.S. in Music Education			22	17	27	21	16	23	24	17	15	26
13.1314	M.S. in the Teaching of Kinesiology			0	0	0	3	1	0	0	0	0	1
13.1316	M.S. in the Teaching of Physical Sciences			2	3	0	0	0	1	0	0	0	0
13.1316A	M.S. in the Teaching of Earth Science												
13.1317	M.S. in the Teaching of Geography		31-Dec-85										
13.1318	M.A. in the Teaching of Social Studies												
13.1319	M.A. M.S. and M.Ed. in Vocational-Technical Education			70	114	114	63	66	23	26	59	28	20
13.1321	M.S. in the Teaching of Computer Science			0	1	2	2	2	1	0	0	0	0
13.1322	M.S. in the Teaching of Biological Sci. & General Sci.			3	3	5	9	9	3	3	0	1	2
13.1323	M.S. in the Teaching of Chemistry			0	0	2	2	4	1	0	1	1	0
13.1325	M.A. in the Teaching of French												
13.1326	M.A. in the Teaching of German			2	1	0	0	0	1	0	2	1	0
13.1329	M.S. in the Teaching of Physics												
13.1330	M.A. in the Teaching of Spanish			2	3	2	2	1	0	0	3	0	0
13.1331	M.A. in the Teaching of Speech Communication												
13.1401	M.A. in the Teaching of English as a Second Language			76	84	92	106	89	26	24	23	30	40
13.0401	C.A.S. in Educational Organization and Leadership			39	31	21	27	23	5	16	5	11	3
13.0802	C.A.S. in Educational Psychology			0	0	1	0	0	0	0	3	1	0
13.0901	C.A.S. in Educational Policy Studies												
13.1001	C.A.S. in Special Education			2	3	5	5	1	4	2	1	1	0
13.1202	C.A.S. in Elementary and Early Childhood Education			2	1	0	0	0	2	0	0	4	0
13.1205	C.A.S. in Secondary Education			2	1	1	0	0	3	1	0	3	0
13.1312	C.A.S. in Music Education			1	0	0	0	0	0	0	0	0	0
13.1319	C.A.S. in Vocational-Technical Education			15	18	13	7	10	1	1	9	0	0
13.0101	Ed.D. and Ph.D. in Education		02-Aug-94										
13.0401	Ph.D. & Ed.D. in Educational Organization & Leadership			64	69	59	47	46	13	9	16	23	21
13.0802	Ph.D. and Ed.D. in Educational Psychology			94	89	87	100	104	20	23	20	14	11
13.0901	Ph.D. and Ed.D. in Educational Policy Studies			24	26	31	43	43	15	8	8	7	8
13.1001	Ph.D. and Ed.D. in Special Education			20	39	33	43	56	5	2	4	5	1
13.1202	Ph.D. and Ed.D. in Elementary and Early Childhood Ed.			51	66	64	76	68	18	15	8	8	14
13.1205	Ph.D. and Ed.D. in Secondary Education			71	73	75	62	66	14	22	11	14	10
13.1302	Ed.D. in Art Education			7	17	15	17	18	2	1	2	1	0
13.1312	Ed.D. in Music Education			8	21	18	28	28	6	7	5	10	5
13.1319	Ph.D. and Ed.D. in Vocational-Technical Education			39	43	41	48	40	13	11	15	6	10

Source: BHE Fall Enrollment and Degrees Conferred Surveys

GRADUATE PROGRAMS IN LIBRARY AND INFORMATION SCIENCES

Professional librarians are experts in the acquisition, classification, storage, management, and retrieval of information in a variety of formats. As with nearly all facets of modern life, the nature of the librarian's responsibilities has changed over the past decade due to computer technologies that permit the storage and retrieval of information quickly across vast distances. Entry-level librarian positions in public libraries, college and university libraries, and government agencies generally require a master's degree in library science, with some positions requiring further specialization.

Graduate programs in library sciences are accredited by the American Library Association (ALA). The ALA has accredited approximately 60 programs nationally, including those offered by Rosary College and the University of Illinois at Urbana-Champaign. A small, non-accredited master's program at Chicago State University is designed primarily to prepare librarians and media specialists for work in the public schools.

Enrollment and Degrees Granted

Table 1 shows fall enrollment and annual degrees conferred in library and information sciences for the past five years. As the table indicates, in the past two years, both Northern Illinois University and the University of Chicago discontinued their programs. Despite these eliminations, fall enrollment at the master's level overall has remained fairly steady, while the number of graduates increased during this period. In fall 1993, Rosary College began offering its master's program on the campus of the College of St. Catherine in St. Paul, Minnesota. These out-of-state enrollments are included within Rosary College's fall enrollments on Table 1.

Advanced certificate enrollments and number of degrees conferred are small and fluctuate from year to year. Although the number of doctoral degrees awarded has remained steady during the past five years, the doubling of enrollment at the University of Illinois at Urbana-Champaign between fall 1990 and fall 1991 suggests the number of doctoral graduates will increase dramatically in the next several years.

Table 2 shows the number of graduate degrees awarded in library sciences by racial/ethnic group in fiscal years 1990, 1992, and 1994. As the table shows, Blacks and Hispanics are poorly represented among master's degree recipients in all three years and non-existent among doctoral recipients.

Although not included on Table 2, approximately four out of five master's degree recipients each year are women. The most recent data available from the Illinois Occupational Information Coordinating Committee indicates that 88.3 percent of employed professional librarians in Illinois are women.

Labor Market Supply and Demand Projections

Table 3 presents Illinois and national labor market supply and demand information for professional librarians. As the table shows, the annual numbers of degrees conferred both nationally and in Illinois exceed the projected average annual job openings. Illinois projects employment growth for professional librarians at just slightly over the average growth rate for all occupations, while the national projection is for a slower growth rate than is projected nationally for all occupations.

Both national and state employment projections, however, are based on employment in traditional settings, comprised of public libraries, government agencies, school libraries, college and university libraries, and specialized libraries. The 1994-95 edition of the Bureau of Labor Statistics' *Occupational Outlook Handbook* concludes:

Table 1
ILLINOIS PROGRAMS IN LIBRARY AND INFORMATION SCIENCES

	Fall Enrollment						Fiscal Year Graduates						
	1990	1991	1992	1993	1994	Percent Change	1990	1991	1992	1993	1994	Percent Change	Elimination Date
Master's Programs	672	719	723	774	721	7.3 %	279	257	325	359	339	21.5 %	
Chicago State University	28	40	47	56	62	121.4	17	14	13	18	13	(23.5)	
Northern Illinois University	141	138	104	37	0	(100.0)	43	47	50	77	51	18.6	Jul 93
University of Illinois at Urbana	165	171	165	187	181	9.7	87	101	121	123	130	49.4	
Rosary College	338	370	407	494	478	41.4	79	91	140	141	145	83.5	
University of Chicago	0	0	0	0	0		53	4	1	0	0	(100.0)	Jun 94
Advanced Certificate Programs	8	5	11	9	16	100.0 %	6	9	8	4	0	(100.0)%	
University of Illinois at Urbana	7	4	11	9	16	128.6	4	6	6	1	0	(100.0)	
Rosary College	1	1	0	0	0	(100.0)	2	3	2	3	0	(100.0)	
Doctoral Programs	33	69	57	66	77	133.3 %	2	3	3	6	3	50.0 %	
University of Illinois at Urbana	30	64	53	65	76	153.3	2	3	2	4	2	0.0	
University of Chicago	3	5	4	1	1	(66.7)	0	0	1	2	1		Jun 94

Source: BHE Fall Enrollment and Degrees Conferred Surveys

Table 2
GRADUATE DEGREES CONFERRED IN LIBRARY SCIENCES BY RACIAL/ETHNIC CATEGORY
FISCAL YEARS 1990, 1992, AND 1994

	Fiscal Year 1990					Fiscal Year 1992					Fiscal Year 1994				
	Black	Hispanic	White	Other	Total	Black	Hispanic	White	Other	Total	Black	Hispanic	White	Other	Total
Master's Degrees	8	2	245	24	279	10	7	281	27	325	16	1	292	30	339
Chicago State University	6	1	10		17	6		7		13	7		5	1	13
Northern Illinois University			40	3	43			47	3	50	1		49	1	51
University of Illinois at Urbana	1	1	70	15	87		2	105	14	121	5	1	111	13	130
Rosary College	1		73	5	79	4	5	121	10	140	3		127	15	145
University of Chicago			52	1	53			1		1					
Advanced Certificates	1		3	2	6			3	5	8					
University of Illinois at Urbana			2	2	4			2	4	6					
Rosary College	1		1		2			1	1	2					
Doctoral Degrees			2		2			2	1	3			2	1	3
University of Illinois at Urbana			2		2			1	1	2			1	1	2
University of Chicago								1		1			1		1

Source: BHE Degrees Conferred Surveys

Table 3
LABOR MARKET INFORMATION:
PROFESSIONAL LIBRARIANS
(1990–2005)

	Average Number of Master's Degrees Conferred	Average Annual Openings	Percent Employment Growth
Illinois	267 [1]	197	16.47 %
National	4,810	3,000	11.40 %

[1]Rosary College and the University of Illinois at Urbana–Champaign only.

Source: Illinois Occupational Information Coordinating Committee, *Occupational Employment 1990 and Projected 2005*, and U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Projections and Training Data*, 1992 Edition.

"Opportunities will be best for librarians outside traditional settings. Nontraditional library settings include information brokers, private corporations, and consulting firms. Many companies are turning to librarians because of their excellent research and organizational skills, and knowledge of library automation systems.... Librarians working in these settings are often classified as systems analysts, data base specialists, managers, and researchers" (page 153).

Even though graduates of library science programs may seek and obtain employment in non-traditional settings as systems analysts or in other computer information occupations, in doing so they compete with graduates of computer science and business information systems programs that have historically filled these positions. While systems analyst is one of the fastest growing occupations in Illinois, with a projected growth rate of 64 percent, the number of bachelor's and master's degrees granted in computer science and business information systems annually exceeds the projected 1,246 average annual job openings. The proportion of positions filled by graduates from each of these different but related programs is unknown.

Program Costs

Table 4 shows the public universities' faculty staff-years, number of credit hours, and cost per credit hour for graduate instruction in library science in fiscal years 1990, 1992, and 1994. Comparable information is not available from private institutions. The graduate I level includes both master's and advanced certificate programs, while graduate II is reserved for doctoral programs. At the graduate I level, Chicago State University decreased its faculty staff-years while increasing the number of credit hours produced between fiscal year 1990 and fiscal year 1994, thus reducing its costs per credit hour, although the cost per credit hour of graduate I instruction in library science continues to be higher than the University's average cost per graduate I credit hour. The University of Illinois at Urbana-Champaign increased the number of credit hours produced at both the graduate I and II levels at a rate greater than its increase in faculty staff-years at each level, thus reducing its costs per credit hour at each level. The cost per credit hour in library science was lower than the University's average cost per credit hour for both graduate I and II credits in all three years. While Northern Illinois University decreased its faculty staff-years from fiscal year 1990 to fiscal year 1994, the large

Table 4
PUBLIC UNIVERSITIES' GRADUATE INSTRUCTION IN LIBRARY AND INFORMATION SCIENCES:
FACULTY STAFF – YEARS, CREDIT HOURS, AND COST PER CREDIT HOUR
FISCAL YEARS 1990, 1992, AND 1994

	Faculty Staff – Years				Credit Hours				FY1990		FY1992		FY1994		
	FY1990	FY1992	FY1994	Percent Change	FY1990	FY1992	FY1994	Percent Change	Library Science	University Average	Library Science	University Average	Library Science	University Average	Percent Change
Graduate I															
Chicago State University	2.47	1.68	1.44	(41.7)%	809	928	847	4.7 %	$313.55	$263.11	$310.77	$220.32	$213.27	$207.59	(32.0)%
Northern Illinois University	3.80	4.71	2.36	(37.9)	2,569	2,869	339	(86.8)	189.49	285.61	167.08	277.87	1,051.38	324.65	454.8
University of Illinois at Urbana	4.17	5.07	5.44	30.5	3,192	4,232	4,642	45.4	222.86	367.39	192.56	343.92	207.25	341.20	(7.0)
Graduate II															
University of Illinois at Urbana	2.54	2.74	2.59	2.0	1,396	1,602	1,761	26.1	413.00	419.39	358.09	409.78	304.98	426.62	(26.2)

Source: Public Universities' Unit Cost Study

drop in number of credit hours caused by the phasing out of the program resulted in a very high fiscal year 1994 cost per credit hour.

Statewide Issues

In reporting on their reviews of graduate programs in library and information sciences, the public universities should summarize their conclusions and actions taken within the areas specified in the RAMP guidelines: student demand for the program, occupational demand for the program graduates, centrality of the program to the university's instructional mission, the appropriateness of the program's breadth in terms of courses and specializations offered, the success of program graduates, the costs associated with the program, the quality of the program, and the program's productivity.

In their reviews, the public universities also are asked to address the statewide issues identified in this section. The labor market supply and demand information examined in this report suggests that no additional graduate programs in library and information sciences are needed to meet employer demands and, thus, enrollments should not be measurably increased in the near future. The costs of graduate library science programs are generally lower on a per credit hour basis than are the average costs of all other graduate programs. There may, however, be curriculum modifications needed due to the changing nature of library and information sciences as a profession.

In their reviews of graduate programs in library and information sciences during 1995-96, Chicago State University and the University of Illinois at Urbana-Champaign are asked to identify more fully employment opportunities for professional librarians in nontraditional markets, to review the potential for cooperation with programs in computer sciences, and to evaluate future program directions.

The information presented on recent library science graduates indicates that nearly all are white women. Although the number of Black master's degree graduates doubled from eight in fiscal year 1990 to 16 in fiscal year 1994, Blacks accounted for only five percent of the fiscal year 1994 master's graduates. No Blacks or Hispanics earned advanced certificates or doctoral degrees in either fiscal year 1992 or fiscal year 1994.

In their reviews of graduate programs in library and information sciences, Chicago State University and the University of Illinois at Urbana-Champaign are asked to evaluate their admissions criteria and processes, financial aid availability, support services, and educational climates for recruiting, retaining, and graduating Black and Hispanic students.

The P•Q•P initiative asks each public university to focus its mission and set priorities among programs and services in concert with its mission in order to identify resources for reinvestment to strengthen both quality and productivity of priority programs. A willingness to consolidate or eliminate lower priority and lower quality programs is essential to providing the necessary resources for strengthening higher priority programs.

In their reviews of graduate programs in library and information sciences, Chicago State University and the University of Illinois at Urbana-Champaign are asked to identify the priority of these programs in within the university's mission, to identify steps that have been taken to improve the quality and productivity of programs identified as high priorities, and to provide evidence of the results achieved.

LAW AND LEGAL STUDIES

Programs Offered and Degrees Conferred

Thirteen public and private universities in Illinois offer programs in law and legal studies--baccalaureate and master's paralegal degrees, first-professional law degrees, and post-professional master's and doctoral degrees in law. Paralegal programs provide students with the training in writing, research, and analytical skills needed to obtain a position as a legal assistant under the supervision of a licensed attorney. The duties of a paralegal or legal assistant range from interviewing clients for information, to researching law sources, to preparing legal documents. The first-professional degree in law is required to practice law after the graduate has also passed the state bar examination. Post-professional master's and doctoral degrees in law provide advanced study beyond the first-professional law degree, sometimes with an emphasis in comparative, health, or tax law. Table 1 shows fall enrollment and annual trends in degrees conferred in each of these programs.

Paralegal Degrees

Two public universities offer baccalaureate programs to prepare paralegals. Between fall 1990 and fall 1994, enrollment in paralegal baccalaureate programs increased almost five percent, from 224 to 235 students, and degrees conferred increased by 24 percent. Southern Illinois University at Carbondale accounted for two-thirds of the enrollments and degrees conferred. Enrollment in the M.A. in Legal Studies at Sangamon State University, which also provides training for paralegal work, increased by 87 percent in five years, and the number of graduates increased from one in fiscal year 1990 to six in fiscal year 1994.

First-Professional Law Degrees

There are nine first-professional law degree programs in Illinois. Fall enrollment increased almost five percent at public and private universities, from 6,339 in fall 1990 to 6,646 in fall 1994. The number of degrees awarded annually increased eight percent, from 1,811 to 1,960, during this same period. Public universities conferred 21 percent of first-professional law degrees awarded statewide. The total number of first-professional degrees awarded only by public universities increased by nine percent between fiscal years 1990 and 1994. Enrollment trends vary by institution. Among the public universities, Northern Illinois University and Southern Illinois University at Carbondale experienced gains, while the University of Illinois at Urbana-Champaign enrolled fewer students.

Not shown in Table 1, Roosevelt University offers a joint baccalaureate/first-professional program with John Marshall Law School. The program permits students to earn a baccalaureate and law degree concurrently. Students may earn joint credit for certain courses taken at either institution, thereby allowing them to complete their law degrees in six years rather than the normal seven. In fall 1994, 20 students were enrolled in this program--an increase of 81 percent since fall 1990.

Graduate Programs in Law

There are nine Master of Law programs, which require completion of the first-professional law degree for admission, and three doctoral programs in law. Fall enrollment in the Master of Law programs increased by 31 percent at public and private universities during a five-year period, from 327 in fall 1990 to 430 in fall 1994. The number of degrees awarded increased by 26 percent during this same period. Only one public university, the University of Illinois at Urbana-Champaign, offers the Master of Law, which accounted for 17 percent of all Master of Law degrees awarded in fiscal year 1994. Doctoral programs in law have low enrollments at all Illinois universities offering the degree. Only six students were enrolled in fall 1994, and only one received a doctoral degree in 1994.

Table 1
LAW AND LEGAL STUDIES: ENROLLMENT AND DEGREE TRENDS

		Fall Enrollment						Annual Degrees Conferred					
	Program Title	1990	1991	1992	1993	1994	Percent Change	1990	1991	1992	1993	1994	Percent Change
Paralegal Programs													
Baccalaureate Programs		224	223	247	240	235	4.9 %	58	70	54	85	72	24.1 %
Sangamon State University	B.A. in Legal Studies	84	92	99	92	89	6.0	21	25	16	32	25	19.0
Southern Illinois University at Carbondale	B.S. in Paralegal Studies	140	131	148	148	146	4.3	37	45	38	53	47	27.0
Master's Programs		23	22	25	38	43	87.0 %	1	2	1	5	6	500.0 %
Sangamon State University	M.A. in Legal Studies	23	22	25	38	43	87.0	1	2	1	5	6	500.0
Law Programs		6,339	6,402	6,286	6,487	6,646	4.8 %	1,811	1,967	1,961	1,875	1,960	8.2 %
DePaul University	Juris Doctor in Law	989	1,023	1,020	1,065	1,098	11.0	260	290	289	286	289	11.2
Illinois Institute of Technology	Juris Doctor in Law	998	1,061	1,150	1,242	1,267	27.0	264	270	298	277	324	22.7
John Marshall Law School	Juris Doctor	1,205	1,216	1,116	1,136	1,173	(2.7)	315	351	382	342	341	8.3
Loyola University of Chicago	J.D. in Law	796	770	655	664	703	(11.7)	206	255	228	216	228	10.7
Northern Illinois University	Doctor of Jurisprudence	308	297	290	310	329	6.8	89	101	100	89	86	(3.4)
Northwestern University	Juris Doctor in Law	617	591	587	615	607	(1.6)	201	216	202	196	187	(7.0)
Southern Illinois University at Carbondale	Doctor of Jurisprudence	302	307	330	343	347	14.9	97	104	90	80	114	17.5
University of Chicago	Doctor of Law	524	526	531	519	538	2.7	187	175	181	192	179	(4.3)
University of Illinois at Urbana	J.D. in Law	600	611	607	593	584	(2.7)	192	205	191	197	212	10.4
Graduate Programs in Law													
Master's Programs		327	290	360	377	430	31.5 %	128	143	117	152	162	26.6 %
DePaul University	L.L.M. in Taxation	76	59	55	44	42	(44.7)	28	21	22	15	12	(57.1)
DePaul University	L.L.M. in Health Law	24	16	29	40	52	116.7	0	7	6	5	14	–
Illinois Institute of Technology	Master of Laws	97	79	79	79	82	(15.5)	15	8	4	18	9	(40.0)
John Marshall Law School	Master of Law	64	70	75	89	108	68.8	9	28	8	20	21	133.3
Loyola University of Chicago	M.S. in Health Law	0	0	58	62	57	–	22	20	23	24	37	68.2
Northwestern University	Master of Law	9	0	0	0	22	144.4	2	4	1	11	4	100.0
University of Chicago	Master of Laws/Master of Comparative Law	31	33	38	36	41	32.3	29	28	31	32	37	27.6
University of Illinois at Urbana	Master of Comparative Law	21	9	3	3	2	(90.5)	2	1	1	0	1	(50.0)
University of Illinois at Urbana	Master of Laws	5	24	23	24	24	380.0	21	26	21	27	27	28.6
Doctoral Programs		0	1	0	4	6	–	2	0	1	1	1	(50.0)%
Northwestern University	Doctor of Juridical Science in Law	0	0	0	3	5	–	1	0	0	0	1	0.0
University of Chicago	Doctor of Jurisprudence/Comparative Law	0	0	0	0	0	–	0	0	1	1	0	–
University of Illinois at Urbana	Doctor of the Science of Law	0	1	0	1	1	–	1	0	0	0	0	(100.0)

Note: Roosevelt University participates in a joint baccalaureate/J.D. degree program with the John Marshall Law School which is not included in this table.

Source: BHE Enrollment and Degrees Conferred Surveys

Minority Representation in Law

The representation of women and minorities in law programs has increased in the last five years, but does not meet the current racial/ethnic composition of the Illinois population of 15 percent Black and eight percent Hispanic. During fiscal year 1990, 1,811 students earned first-professional law degrees from public and private universities, of which 40 percent were granted to women, four percent to Blacks, and two percent to Hispanics. Five years later, 44 percent of the 1,960 law degrees awarded were earned by women, almost six percent by Blacks, and three percent by Hispanics.

Among the three public universities, the proportion of Black and Hispanic degree recipients increased, as shown in Figure 1. Increased minority representation is especially noteworthy at Northern Illinois University. Although the University of Illinois graduated the largest number of Black and Hispanic students, Northern Illinois University enrolled the highest proportion of Black and Hispanic students. As discussed in the annual *Report to the Governor and General Assembly on Underrepresented Groups in Public Institutions of Higher Education in Illinois* (January 1995), the public universities continue efforts to increase the representation of minorities in law programs. The University of Illinois intensified the recruitment of minority graduate and professional students and began a new minority support program in the College of Law. Southern Illinois University also began a program to increase minority graduate student enrollment.

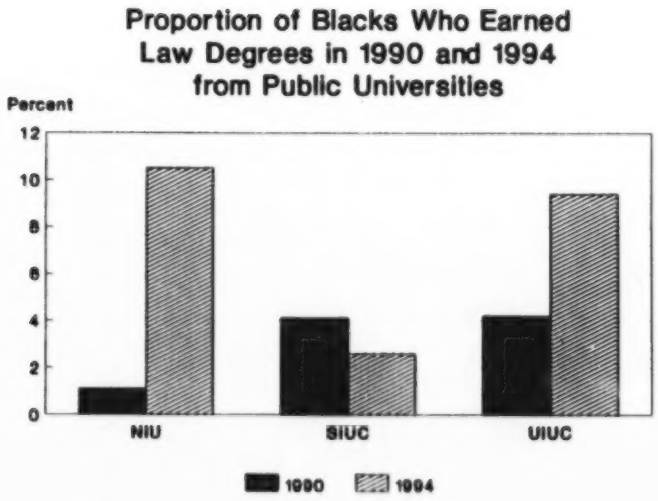
National and State Labor Market Projections

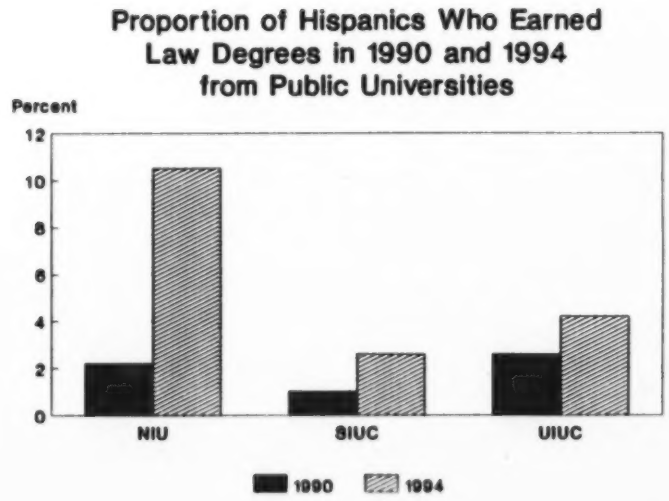
Lawyers and paralegals are employed in law firms, private practice, government agencies, and businesses. Lawyers may also serve on law school faculties. Data and projections from the U.S. Department of Labor's Bureau of Labor Statistics (BLS), the Illinois Occupational Information Coordinating Committee (IOICC), and the National Association for Law Placement (NALP) indicate that new lawyers can expect to encounter a tight job market through the year 2005. Although law is one of the fastest-growing occupations, law school enrollments and degree production are high. Nationally, there were 626,000 lawyers employed in 1992. The national need for lawyers is expected to increase by 31 percent, allowing for an average of 43,000 job openings each year. These openings will result from those who leave the legal profession and from growth in population and business activity. However, because many of these new openings will be filled by licensed lawyers currently working in other legal or non-legal positions for which they are over-qualified, only about 24,000 positions will be open to recent law school graduates nationwide. During fiscal year 1994, 39,305 persons earned first-professional law degrees, a number greater than the expected annual openings for new law graduates in the United States.

Other national data confirm that, recently, smaller proportions of law graduates find legal positions. Each year, NALP surveys law graduates six months after receiving their degrees. Survey results from the Class of 1994 indicate that 75 percent of graduates held a legal position, either full or part time. This contrasts with employment rates ranging from 89 percent to 92 percent for the Classes of 1983 to 1990. Figure 2 shows the employment status of 1994 law school graduates. Of 39,305 graduates, 31,724, or 81 percent, reported their employment status.

According to the IOICC, in 1990 there were 30,662 lawyers employed in Illinois. If current trends continue, by 2005 the state may need a total of 43,000 lawyers, an increase of about 40 percent. This increase is expected to provide an annual average of 1,500 new positions for lawyers, 800 of which will be due to growth in the economy and 700 of which will be due to persons leaving the law profession. Illinois universities have produced over 1,800 law school graduates annually since at least 1990. NALP data from the Classes of 1992 and 1993 show that 76 percent and 74 percent, respectively, of law school graduates in Illinois held legal positions six months after graduation. Thus, occupational demand data and information from recent surveys of law graduates suggest that some law graduates do not find legal positions after graduation.

Figure 1

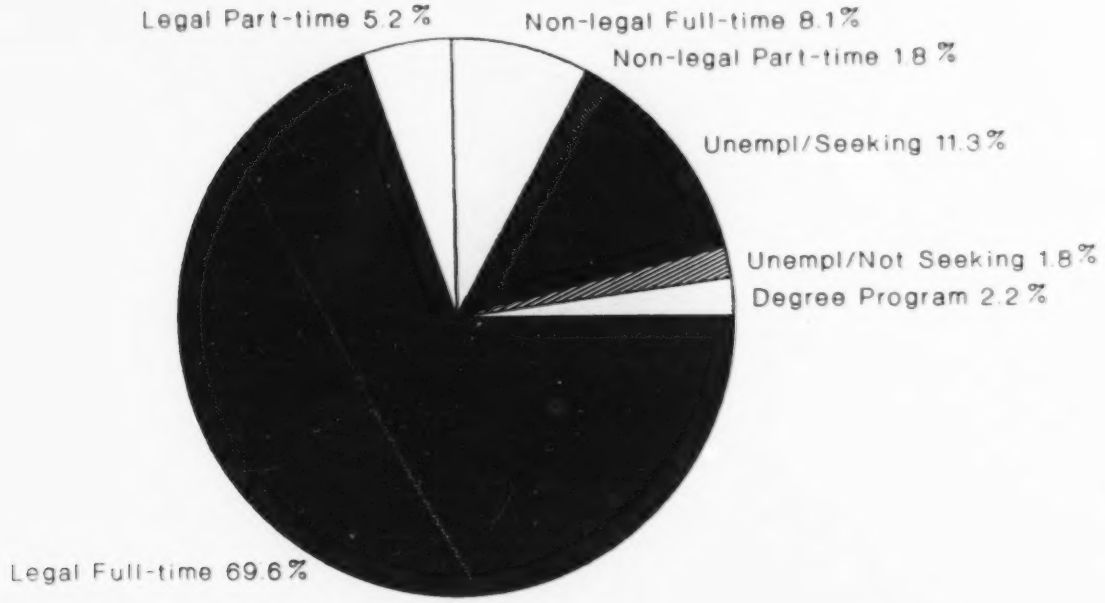




Source: 1991 & 1995 Data Books on Illinois Higher Education

Figure 2

Class of 1994 Law Graduates
Job Status and Type, Six Months after Graduation



Source: 1995 National Association for Law Placement

In 1990, there were about 3,200 paralegals employed in Illinois (not including law clerks and title examiners). Employment is expected to increase to about 5,500 by 2005, providing an average of over 180 new jobs per year. Most of these new jobs are due to growth in the legal services industry. In fiscal year 1994, 282 students completed training for paralegal work at the associate, bachelor's, and master's degree levels at public and private institutions. The occupational outlook for paralegals should be as closely monitored as that for lawyers. The greatest need for paralegals is in metropolitan Chicago.

Public University Costs for Programs in Law and Legal Studies

Table 2 shows trends for faculty staff-years, credit hours, and cost per credit hour for baccalaureate and master's level paralegal programs, first-professional law programs, and doctoral programs in law at the public universities. In paralegal programs, the number of credit hours increased by 24 percent between fiscal years 1990 and 1994, while the number of faculty staff-years increased only slightly. Costs per credit hour increased only slightly for the baccalaureate programs and decreased by 39 percent for the master's program at Sangamon State University. The costs of all three paralegal programs are now at or below the average costs of comparable programs in their respective universities.

Across the three first-professional law programs, the number of credit hours increased by a total of three percent over the last five years, while the total number of staff-years attributed to direct instruction was unchanged. By institution, the number of staff-years increased by 32 percent at Northern Illinois University, increased by 17 percent at Southern Illinois University at Carbondale, and decreased by 42 percent at the University of Illinois at Urbana-Champaign. The average cost per credit hour across the three universities increased by 18 percent between fiscal years 1990 and 1994. Costs at Northern Illinois University increased by 39 percent, currently making its law program costs comparable to the average costs of other graduate I programs at the University. Costs at the University of Illinois at Urbana-Champaign decreased slightly, with the cost of the law program now 22 percent below the average cost of other graduate I programs at the University . Costs at Southern Illinois University at Carbondale increased by 22 percent, placing its law program costs at 22 percent above the average costs of other graduate I programs. Among the three universities, Southern Illinois University has the highest cost per credit hour in its first-professional law program. The cost per credit hour at Southern Illinois University at Carbondale is $456.80 compared with $339.02 at Northern Illinois University and $267.31 at the University of Illinois at Urbana-Champaign.

Statewide Issues

In the October 1992 report, *Staff Recommendations on Productivity Improvements at Public Universities*, staff recommended that Northern Illinois University consider eliminating the Doctor of Jurisprudence program. The recommendation was based on the oversupply of lawyers in Illinois, the small proportion of law graduates from Northern Illinois University, and the availability of access to legal education at nearby private institutions. Also in October 1992, the staff recommended that Sangamon State University consider eliminating the M.A. in Legal Studies due to low enrollment.

Both Northern Illinois University and Sangamon State University conducted further reviews of their legal education programs in response to these recommendations. Both institutions then decided to retain their respective programs. Northern Illinois University cited increases in enrollment for older, minority, and female students; positive program reviews; cost-effectiveness; and continuing occupational need as reasons to retain its program. In November 1993, the Board of Higher Education acknowledged these improvements--in particular, the improvement in minority representation within the student body--and accepted the University's decision to retain the program. Sangamon State University, in response to the recommendations, revised the curriculum of the M.A. in Legal Studies. Since the staff's October 1992 recommendation, enrollment in Sangamon State

Table 2
PUBLIC UNIVERSITIES' INSTRUCTION IN LAW AND LEGAL STUDIES:
FACULTY STAFF - YEARS, CREDIT HOURS, AND COST PER CREDIT HOUR
FISCAL YEARS 1990, 1992, AND 1994

	Faculty Staff-Years			Credit Hours			Cost Per Credit Hour					
							FY1990		FY1992		FY1994	
	FY1990	FY1992	FY1994	FY1990	FY1992	FY1994	Legal Programs	University Average	Legal Programs	University Average	Legal Programs	University Average
Paralegal Programs												
Baccalaureate Level												
Sangamon State University	1.66	1.70	1.72	1,541	1,868	1,622	$171.22	$174.03	$153.25	$157.16	$181.26	$181.88
Southern Illinois University at Carbondale	0.86	1.13	1.49	991	1,167	1,262	139.02	142.79	154.22	130.63	140.64	153.02
Graduate Level												
Sangamon State University	0.61	0.57	0.82	398	444	739	$363.81	$228.19	$260.15	$201.58	$222.96	$222.43
Law Programs												
Northern Illinois University	10.52	14.08	13.85	8,979	8,484	8,815	$243.24	$285.61	$297.86	$277.87	$339.02	$324.65
Southern Illinois University at Carbondale	14.03	14.48	16.47	9,306	9,121	10,106	375.67	360.56	439.05	360.75	456.80	374.89
University of Illinois at Urbana	13.86	14.16	8.10	17,910	19,428	18,295	277.65	367.69	276.31	343.92	267.24	341.20
Doctoral Programs												
University of Illinois at Urbana	0.40	0.05	0.06	100	63	72	$812.42	$419.39	$319.21	$409.78	$431.06	$426.62

Source: Public Universities' Unit Cost Study

University's program increased from 22 students in fall 1991 to 43 students in fall 1994. Despite the enrollment increase, however, the number of degrees awarded remains low. The University should review the reasons for low degree completion rates.

Just as in 1992, occupational supply and demand data suggest that there may be an oversupply of lawyers through 2005. The national and state occupational projections are based on economic growth, population growth, and retirement expectations. The data do not reflect other trends that may affect the demand for lawyers. For example, business and industry, in a climate of restructuring and downsizing, may search for ways to reduce their legal costs as well. Furthermore, a current emphasis on notice hearings has led to greater reliance on pre-trial depositions. Thus, there may be a need for fewer trial attorneys, but more legal paperwork. In addition, recent tort reform in Illinois, which places a cap on the awarding of non-economic damages, may decrease the demand for lawyers. In a recent speech, the dean of the law school at Case Western Reserve University indicated that the rise of "do-it-yourself" guides and professionals who can legally perform services formerly performed by lawyers may make the occupational demand for lawyers less than projected. Conversely, another trend may increase the demand for lawyers beyond 2005. Similar to enrollments in other programs, law school students are more likely to be older. As these law graduates find employment, their years to retirement are fewer. Thus, demand for new lawyers might increase at a faster pace in the years beyond 2005. There is no current data, however, to support this proposition.

According to projections from the Illinois Occupational Information Coordinating Committee, there will be an annual need for 1,500 new lawyers through the year 2005. The number of first-professional law degrees awarded by Illinois universities increased by eight percent since 1990, with the number of graduates exceeding 1,800 each year since 1990. Because bar requirements vary from state to state, recent law graduates cannot be expected to easily find law positions in other states. At a time when occupational supply and demand data for lawyers suggest an oversupply, it is especially important that universities monitor the career aspirations of their students and success of their graduates. Some students may enroll in and complete law programs with intentions to enhance non-legal careers. For graduates who plan to practice law, however, the universities should carefully collect information that will help them determine whether or not students are achieving their goals.

As part of their 1995-96 program reviews, the public universities offering law degrees are asked to provide information on the success of recent graduates in finding legal positions, as well as on the proportion of recent graduates who do not intend to practice law and their success in securing employment. If graduates are, indeed, having difficulty finding employment as the supply and demand information examined in this report suggests, then during their reviews the universities are asked to explore possibilities for decreasing the size of their law school enrollments.

Some observers indicate that the legal profession may be becoming too specialized. Universities should address the issue of specialization within their own curricula and consider the appropriate balance between preparing law generalists and specialists.

In their 1995-96 program reviews, the public universities should provide evidence that areas of concentration correspond to current needs for specialists in the legal profession. In particular, graduate programs with very low enrollments, such as the Master of Comparative Law, designed primarily for students with law degrees from other countries, and the doctoral program in law at the University of Illinois at Urbana-Champaign should be examined.

The P•Q•P initiative asks each public university to focus its mission and set priorities among programs and services in concert with its mission in order to identify resources for reinvestment to strengthen both quality and productivity of priority programs. A willingness to consolidate or eliminate lower priority and lower quality programs is essential to providing the necessary resources for strengthening higher priority programs.

With one exception, the costs of law and legal studies programs are within the averages of comparable programs at each university. At Southern Illinois University at Carbondale, which has had the largest enrollment and degree increases since fiscal year 1990, costs also increased substantially.

In their reviews of law and legal studies programs, the public universities are asked to identify the priority of each program offered within the university's mission, to identify steps that have been taken to improve the quality and productivity of the programs identified as high priority, and to provide evidence of the results achieved. In particular, Southern Illinois University at Carbondale should examine the reasons for substantial cost increases and explore the potential for redirecting resources towards other instructional programs.